

NOTE: This copy of REPA is from the Indiana Administrative Code official document, but I edited out all the references to repealed language, the history lines and the “authority” and “affected” citations. This is a “clean” version of just the new REPA rule language.

TITLE 515 ADVISORY BOARD OF THE DIVISION OF PROFESSIONAL STANDARDS

ARTICLE 1. TEACHER TRAINING AND LICENSING: BEGINNING RESIDENCY AND LICENSE RENEWAL

Rule 1. Definitions

515 IAC 1-1-96 Definitions

Sec. 96. The following definitions in this section apply throughout this title:

- (1) "Accomplished practitioner license" means a license granted to an applicant under 515 IAC 12-1-1.
- (2) "Applicant" means the person or entity that applies for the licenses and permits granted by the board or department under a certain rule.
- (3) "Approved program" means a program that has been approved by the board in accordance with 515 IAC 3-1-1.
- (4) "Beginning building level administrator" means a person who:
 - (A) holds an initial practitioner license with a content area established under 515 IAC 8-1-40; and
 - (B) is employed as an administrator by an entity listed under 515 IAC 1-5-1(a).
- (5) "Beginning school services personnel" means a person who:
 - (A) holds an initial practitioner license with a content area established under 515 IAC 8-1-45, 515 IAC 8-1-46, 515 IAC 8-1-47, or 515 IAC 8-1-48; and
 - (B) is employed as a school counselor, school psychologist, school nurse, or school social worker by an entity listed under 515 IAC 1-5-1(a).
- (6) "Beginning teacher" means a person who meets the following:
 - (A) Holds at least one (1) of the following:
 - (i) An initial practitioner license that includes a content area established under 515 IAC 8-1-8 through 515 IAC 8-1-39.

(ii) An initial workplace specialist license under 515 IAC 10.

(B) Is employed as a teacher by an entity listed under 515 IAC 1-5-1(a).

(7) "Certificate of eligibility" means a document issued by a state that specifies the details of a license for which an individual has met all substantive licensure requirements.

(8) "Compact state" means a state that has entered into the Interstate Compact Agreement for any license with a content area established under 515 IAC 8-1-8 through 515 IAC 8-1-46.

(9) "Content area" means the subject matter an applicant is licensed to teach, or the administrative or service function an applicant is licensed to provide, to an entity listed in 515 IAC 1-5-1(a).

(10) "Council for Exceptional Children" means the nonprofit organization of the same name located in Arlington, Virginia, that sets professional standards for those working with individuals with disabilities or high ability.

(11) "Day" means a calendar day unless otherwise specified.

(12) "Department" or "department of education" means the department of education established under IC 20-19-3.

(13) "Developmental and content standards" or "developmental standards" or "content standards" means the professional standards first recognized by the board in 2002 and located at <http://www.doe.in.gov/dps/standards>, or available for copy at the Indiana Department of Education, 151 W. Ohio St., Indianapolis, IN 46204.

(14) "General education and subject matter concentration" means curriculum that is based on a content area established under 515 IAC 8-1-8 through 515 IAC 8-1-39. The term does not include curriculum based on professional education and pedagogy.

(15) "Good standing" means an employer did not cancel or suspend the applicant's contract for grounds equivalent to grounds listed under IC 20-28-7-1 or IC 20-28-7-2.

(16) "Governing body" means the group responsible for the governance of the entity listed under 515 IAC 1-5-1(a).

(17) "Initial practitioner license" means a license granted to an applicant under 515 IAC 8-1-1.1 and is equivalent to an initial standard license.

(18) "Institution of higher learning" means a college or university accredited by at least one (1) of the following:

(A) A state accrediting authority of the college or university's state of origin.

(B) One (1) of the following regional institutional accrediting organizations:

(i) Middle States Association of Colleges and Schools, Commission on Higher Education.

(ii) New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education.

(iii) North Central Association of Colleges and Schools, Higher Learning Commission.

(iv) North Central Association of Colleges and Schools, Commission on Accreditation and School Improvement, Board of Trustees.

(v) Northwest Commission on Colleges and Universities.

(vi) Southern Association of Colleges and School, Commission on Colleges.

(vii) Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges.

(viii) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

(C) The National Council for Accreditation of Teacher Education.

(19) "Interstate Compact Agreement" means the reciprocity agreement under IC 20-38-1.

(20) "Licensing advisor" means a representative of an institution of higher learning who acts as an advisor for, and at the request of, the applicant and who has the authority of the approved program to provide the department with information on the applicant's qualifying degree and, if applicable, evidence of teaching experience.

(21) "National Association of Gifted Children" means the nonprofit organization of the same name located in Washington, D.C., that approves Teacher Preparation Standards in Gifted Education.

(22) "National Board of Professional Teaching Standards" means the nonprofit organization of the same name located in Arlington, Virginia, that approves teaching standards and offers certification.

(23) "Out-of-state applicant" means an applicant who:

(A) has completed a baccalaureate degree from an institution of higher learning outside of Indiana; or

(B) has a valid license issued by another state.

(24) "Physical license" means the document provided by the department that represents a license.

(25) "Professional education and pedagogy" means a curriculum that is based on the art or science of teaching, including, but not limited to, practice experience, and a curriculum based on scientifically-based reading instruction, differentiation of instruction and teaching methods, cultural competency,

instructional technology, classroom and behavioral management, curriculum development, and the psychology of child development, including, but not limited to, the development of exceptional needs students.

(26) "Proficient practitioner license" is a license granted to an applicant under 515 IAC 4-2-1.

(27) "School setting" means the grades for which the license holder is licensed.

(28) "Student teaching" means a supervised teaching practice occurring near the end of an applicant's approved program.

(29) "Teacher training institution" means an institution of higher learning that prepares teachers for the workforce as a primary goal.

(30) "Workplace specialist license" means a license granted to an applicant under 515 IAC 10-1-9.

(31) "Workplace specialist II" means a license granted to an applicant under 515 IAC 10-1-9 that is equivalent to a proficient practitioner license.

Rule 5. Beginning Teacher Residency Program

515 IAC 1-5-1 Applicability

Sec. 1. (a) Beginning with the 2010-2011 school year, each:

- (1) school corporation;
- (2) school organized by an interlocal agreement under IC 36-1-7;
- (3) special education cooperative organized under IC 20-35-5;
- (4) cooperating school corporation for vocational education organized under IC 20-37-1-1;
- (5) accredited nonpublic school under 511 IAC 6.1-1-1; and
- (6) charter school established under IC 20-24-3;

shall develop and implement a beginning teacher residency program, a beginning building level administrator residency program, and a beginning school services personnel residency program.

(b) A beginning teacher residency program does not apply to an individual employed:

- (1) on a temporary teacher's contract for an expected length of less than one hundred twenty (120) days;
- (2) on a supplemental services contract; or
- (3) as a substitute teacher.

515 IAC 1-5-2 Definitions

Sec. 2. (a) The definitions in this section apply throughout this rule.

(b) "Building level administrator" means a license holder who:

- (1) holds a proficient practitioner license with the content area in 515 IAC 8-1-40; and
- (2) has direct authority over a beginning teacher as employed by an entity listed under section 1(a) of this rule.

(c) "Supervisor" means a license holder who has:

- (1) direct authority over a license holder as employed by an entity listed under section 1(a) of this rule; and
- (2) held a proficient practitioner license that includes any content area established under 515 IAC 8-1-40 through 515 IAC 8-1-44 for at least five (5) years.

515 IAC 1-5-3 Beginning teacher residency program

Sec. 3. (a) To be eligible for a proficient practitioner license, a beginning teacher shall participate in a two (2) year beginning teacher residency program.

(b) The beginning teacher residency program shall:

- (1) assist beginning teachers in the performance of their duties;
- (2) identify teaching skills and educational practices necessary for excellence in teaching; and
- (3) require building level administrators to assess the performance of beginning teachers.

(c) A beginning teacher residency program is a two (2) year program that includes, but is not limited to, the following:

- (1) An initial conference between the building level administrator and the beginning teacher to discuss the following:
 - (A) The assessment schedule under subdivision (2).
 - (B) The minimum assessment criteria developed by the department under subsection (e)(1).
- (2) An assessment of the beginning teacher before November 15 and April 15 during each of the two (2) years of the beginning teacher's employment. The building level administrator shall assess the

beginning teacher by using the minimum assessment criteria provided by the department under subsection (e)(1).

(3) A growth plan for the beginning teacher if the building level administrator determines after any assessment described in subdivision (2) that a beginning teacher is deficient in any area being assessed. The growth plan must be in writing and include the following:

- (A) Specific expectations of the building level administrator.
- (B) Actions to be taken by the beginning teacher to meet the expectations.
- (C) A date for the actions to be completed.
- (D) The next assessment date.

(4) If the building level administrator creates a growth plan in accordance with subdivision (3), a reassessment of the beginning teacher shall occur prior to the next assessment required by subdivision (2).

(5) After April 15 of the second year of the residency program but before May 1 of that same year, the building level administrator shall make a determination and provide a written explanation to the beginning teacher and superintendent that one (1) of the following occurred:

- (A) The beginning teacher successfully completed the residency program.
- (B) The beginning teacher failed to successfully complete the residency program.

(d) The beginning teacher residency program may include a school corporation sponsored mentoring program.

(e) The department shall:

- (1) develop minimum assessment criteria to be used by a building level administrator when assessing a beginning teacher;
- (2) develop forms for use by a building level administrator in the assessment of the beginning teacher; and
- (3) provide assistance in the development and implementation of a beginning teacher residency program at the request of an entity under section 1(a) of this rule.

(f) Implementation of and participation in a residency program is not a subject of:

- (1) bargaining under IC 20-29-6-4; or
- (2) discussion under IC 20-29-6-7.

515 IAC 1-5-3.1 Beginning building level administrator residency program

Sec. 3.1. (a) To be eligible for a proficient practitioner license under 515 IAC 4, the holder of an initial practitioner license that includes the content area established under 515 IAC 8-1-40 shall participate in a two (2) year beginning building level administrator residency program.

(b) The beginning level administrator residency program shall:

- (1) assist beginning building level administrators in the performance of their duties;
- (2) identify skills and practices necessary for excellence in building level administration; and
- (3) require the supervisor to complete an assessment of the performance of the beginning building level administrator.

(c) A beginning building level administrator residency program is a two (2) year program that includes, but is not limited to, the following:

(1) An initial conference between the supervisor and the beginning building level administrator to discuss the following:

(A) The assessment schedule under subdivision (2).

(B) The minimum assessment criteria developed by the department under subsection (e)(1).

(2) An assessment of the beginning building level administrator before November 15 and April 15 during each of the first two (2) years of the beginning building level administrator's employment. The supervisor shall assess the beginning building level administrator by using the minimum assessment criteria provided by the department under subsection (e)(1).

(3) A growth plan for the beginning building level administrator if the supervisor determines after any assessment described in subdivision (2) that a beginning building level administrator is deficient in any area being assessed. The growth plan must be in writing and include the following:

(A) Specific expectations of the supervisor.

(B) Actions to be taken by the beginning building level administrator to meet the expectations.

(C) A date for the actions to be completed.

(D) The next assessment date.

(4) If the supervisor creates a growth plan in accordance with subdivision (3), a reassessment of the beginning building level administrator shall occur prior to the next assessment required by subdivision (2).

(5) After April 15 of the second year of the residency program but before May 1 of that same year, the supervisor shall make a determination and provide a written explanation to the building level administrator and superintendent that one (1) of the following occurred:

(A) The beginning building level administrator successfully completed the residency program.

(B) The beginning building level administrator failed to successfully complete the residency program.

(d) The beginning building level administrator residency program may include a school corporation sponsored mentoring program.

(e) The department shall:

(1) develop minimum assessment criteria to be used by a supervisor when assessing a beginning building level administrator;

(2) develop forms for use by a supervisor in the assessment of the beginning building level administrator; and

(3) provide assistance in the development and implementation of a beginning building level administrator residency program at the request of an entity under section 1(a) of this rule.

515 IAC 1-5-3.2 Beginning school services residency program

Sec. 3.2. (a) To be eligible for a proficient practitioner license under 515 IAC 4, the holder of an initial practitioner license that includes any content area established under 515 IAC 8-1-45, 515 IAC 8-1-46, 515 IAC 8-1-47, or 515 IAC 8-1-48 shall participate in a two (2) year beginning school services residency program.

(b) The beginning school services residency program shall:

(1) assist beginning school services personnel in the performance of their duties;

(2) identify skills and practices necessary for excellence in school services; and

(3) require the supervisor to complete an assessment of the performance of the beginning school services personnel.

(c) A beginning school services residency program is a two (2) year program that includes, but is not limited to, the following:

(1) An initial conference between the supervisor and the beginning school services personnel to discuss the following:

(A) The assessment schedule under subdivision (2).

(B) The minimum assessment criteria developed by the department under subsection (e)(1).

(2) An assessment of the beginning school services personnel before November 15 and April 15 during each of the first two (2) years of the beginning school services personnel's employment. The supervisor shall assess the beginning school services personnel by using the minimum assessment criteria provided by the department under subsection (e)(1).

(3) A growth plan for the beginning school services personnel if the supervisor determines after any assessment described in subdivision (2) that a beginning school services personnel is deficient in any area being assessed. The growth plan must be in writing and include the following:

(A) Specific expectations of the supervisor.

(B) Actions to be taken by the beginning school services personnel to meet the expectations.

(C) A date for the actions to be completed.

(D) The next assessment date.

(4) If the supervisor creates a growth plan in accordance with subdivision (3), a reassessment of the beginning school services personnel shall occur prior to the next assessment required by subdivision (2).

(5) After April 15 of the second year of the program but before May 1 of that same year, the supervisor shall make a determination and provide a written explanation to the beginning school services personnel and superintendent that one (1) of the following determinations:

(A) The beginning school services personnel successfully completed the residency program.

(B) The beginning school services personnel failed to successfully complete the residency program.

(d) The beginning school services residency program may include a school corporation sponsored mentoring program.

(e) The department shall:

(1) develop minimum assessment criteria to be used by a supervisor when assessing a beginning school services personnel;

(2) develop forms for use by a supervisor in the assessment of the beginning school services personnel; and

(3) provide assistance in the development and implementation of a beginning school services residency program at the request of an entity under section 1(a) of this rule.

515 IAC 1-5-4 Crediting residency experience

Sec. 4. (a) A license holder participating in a residency program under this rule is entitled to the following:

- (1) The same salary, retirement, contractual status, and all other benefits accorded to a license holder with comparable experience in the entity under section 1(a) of this rule.
- (2) Credit for the experience gained in a residency program under section 3 of this rule for the purposes of:
 - (A) salary;
 - (B) retirement;
 - (C) contractual status;
 - (D) licensure; and
 - (E) all other purposes.

(b) The superintendent or official designee shall record each year of employment for each license holder who receives an initial practitioner license. The record of employment shall be made on the place provided on the reverse side of the physical license. The entity under section 1(a) of this rule shall maintain the record documenting the year that the license holder completed the residency program.

515 IAC 1-5-7 Appeal procedure; second residency year

Sec. 7. (a) A beginning teacher, a beginning building level administrator, or beginning school services personnel who are adversely affected by a determination under section 3(c)(5), 3.1(c)(5), or 3.2(c)(5) of this rule may request a review of the determination by the superintendent of the entity listed in section 1(a) of this rule by submitting a written request for review to the superintendent within fifteen (15) days of receipt of the determination.

(b) If a request is made in accordance with subsection (a), the superintendent of the entity listed under section 1(a) of this rule shall review the determination and provide the individual requesting the review and the individual who made the original determination with a written decision affirming or reversing the determination within five (5) days of the request.

(c) If the superintendent reverses the determination in subsection (b), the superintendent shall:

- (1) verify completion of the residency on the physical license in the place provided; and
- (2) notify the parties of the decision.

(d) A beginning teacher, a beginning building level administrator, or beginning school services personnel who are adversely affected by the decision in subsection (b) may file a written request for a hearing with the governing body within fifteen (15) days of receipt of the superintendent's decision under subsection (b). The beginning teacher, beginning building level administrator, or beginning school services personnel shall be given at least five (5) days notice of the date, time, and place of the hearing, which shall be held in executive session unless the beginning teacher, beginning building level administrator, or beginning school services personnel request a public hearing.

(e) The purpose of a hearing requested under subsection (d) is to receive evidence regarding whether the beginning teacher, beginning building level administrator, or beginning school services personnel have demonstrated minimal competence on the performance criteria identified in the growth plan.

(f) At the hearing, the superintendent or the individual who made the original determination under section 3(c)(5), 3.1(c)(5), or 3.2(c)(5) of this rule and the beginning teacher, beginning building level administrator, or beginning school services personnel shall each have the following rights:

- (1) To speak and present evidence.
- (2) To present witnesses.
- (3) To have a representative present.
- (4) To make a record of the proceedings.

(g) The governing body shall, at its next regularly scheduled meeting following the hearing, affirm or reverse the determination of the superintendent under subsection (b) by a majority vote, as evidenced by the official minutes of the meeting. The decision of the governing body is the final administrative determination.

(h) If the governing body, under subsection (g), reverses the superintendent's decision, the governing body shall direct the appropriate administrator to do the following:

- (1) Verify completion of the residency on the physical license in the place provided.
- (2) Notify the parties of the decision.

(i) No provisions under this section are intended to affect in any way the rights and procedures afforded the parties regarding employment decisions under IC 20-28-6 or IC 20-28-8.

Rule 6. Transition to Teaching Requirements on Approved Programs

515 IAC 1-6-1 Transition to teaching; applicability

Sec. 1. (a) This rule implements and supplements IC 20-28-4.

(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.

(c) The transition to teaching program shall include a preparation component to meet Indiana standards for teaching.

(d) Completion of the program and testing requirements as stated under 515 IAC 8-2-1 results in eligibility for an initial practitioner license.

515 IAC 1-6-2 Definitions

Sec. 2. (a) The definitions in this section apply throughout this rule.

(b) "Complete the program" means to be verified by a transition to teaching program as having successfully completed the preparation program.

(c) "Consortium" means a relationship between at least two (2) approved programs to provide a transition to teaching program.

(d) "Degree" means a degree from a four (4) year institution of higher learning.

(e) "Elementary" means a school setting as set forth in IC 20-28-4-4(1)(B).

(f) "Eligible person" means a qualified person who meets the admission requirements of the transition to teaching program.

(g) "Enroll" means to do the following:

(1) Be admitted by a transition to teaching program.

(2) Register for at least one (1) course in the program.

(h) "Participant" means a person who is enrolled in the preparation program.

(i) "Professional experience" means the experience that occurred through full-time employment in an educational related field or in a field in which the person intends to be licensed.

(j) "Program" means the transition to teaching program under this rule.

(k) "Qualified person" means a person who holds the degree and any professional experience required for the intended license.

(l) "Secondary" means a school setting as set forth in IC 20-28-4-4(1)(A).

(m) "Transition to teaching program" means a program under IC 20-28-3-4 and established under this rule.

515 IAC 1-6-3 General provisions

Sec. 3. (a) If an institution of higher learning offers an approved program for an initial practitioner license, the institution of higher learning must offer a course of study under the transition to teaching program.

(b) A course of study under the transition to teaching program shall be designed to prepare an eligible person to meet developmental and content standards adopted by the board.

(c) The transition to teaching program does not affect a graduate level program designed to earn an initial practitioner license, such as a master of teaching (MAT) program. The program does not replace or require the replacement of an approved program. An approved program that offers the program in a content area may:

- (1) add a separate transition to teaching program in the content area;
- (2) discontinue the transition to teaching program in a content area if it discontinues its approved program in the content area; or
- (3) agree with another approved program to jointly provide, through a consortium, the preparation component for an eligible person.

(d) A participant is eligible to apply for an initial practitioner license when the participant successfully completes the program and successfully passes the assessment requirements of the transition to teaching program.

515 IAC 1-6-4 Eligibility for program in elementary teaching

Sec. 4. A person is eligible to enroll in the program for an elementary school setting in accordance with 515 IAC 8-1-1.3(c) if the person has either of the following:

- (1) A baccalaureate degree with a grade point average of at least 3.0 on a 4.0 point scale from an institution of higher learning.
- (2) A baccalaureate degree with a grade point average of at least 2.5 on a 4.0 point scale from an institution of higher learning and five (5) years of professional experience.

515 IAC 1-6-5 Eligibility for program in secondary teaching

Sec. 5. A person is eligible to enroll in the program for a secondary school setting in accordance with 515 IAC 8-1-1.5(c) that corresponds to the content area of the degree if the person has any of the following:

- (1) A baccalaureate degree with a grade point average of at least 3.0 on a 4.0 point scale from an institution of higher learning.
- (2) A graduate degree.
- (3) A baccalaureate degree with a grade point average of at least 2.5 on a 4.0 point scale from an institution of higher learning and five (5) years of professional experience.

515 IAC 1-6-6 Preparation

Sec. 6. (a) The approved program may offer the course of study as either undergraduate or graduate credit.

(b) The qualified person must meet the general admission standards of the approved program for the credit being awarded.

(c) The approved program may require that, prior to enrollment, the qualified person must pass the written examinations under 515 IAC 3-1-1(b)(3).

(d) The course of study may be part of a degree program, but a participant is not required to earn a degree to successfully complete the preparation program.

(e) The preparation shall include the following:

- (1) The course work and field and classroom experiences that prepare the participant.
- (2) The performance assessments defined in the approved program assessment system.

(f) Under IC 20-28-4, preparation shall require not more than the following:

- (1) Eighteen (18) credit hours for secondary teaching.
- (2) Twenty-four (24) credit hours for elementary teaching, including at least six (6) credit hours in the teaching of reading.

515 IAC 1-6-7 Scope of initial license; application procedures

Sec. 7. (a) A participant who completes the transition to teaching program is eligible for an initial practitioner license.

(b) The department shall issue an initial practitioner license that is restricted to the content area or areas in which the program participant has a degree unless the program participant demonstrates to the department sufficient knowledge in other content areas of the license.

515 IAC 1-6-8 Annual report by institution

Sec. 8. (a) No later than June 1 of each year, the board will provide institutions with the format for the annual program report integrated within the annual accreditation report due no later than October 15 of that year.

(b) An institution shall submit an annual program report to the board, including number of participants who have:

- (1) enrolled and are participating only in the preparation program; and
- (2) completed the preparation program.

(c) An institution shall submit any other information as required by federal statute.

Rule 7. Renewal of Licenses

515 IAC 1-7-2 "Supervisor" defined

Sec. 2. As used in this rule, "supervisor" means the license holder who has direct authority over another license holder employed by the entity listed in 515 IAC 1-5-1(a) as described in the rule.

515 IAC 1-7-4 "License" defined

Sec. 4. (a) As used in this rule, "administrative license" means a license that includes at least one (1) content area under 515 IAC 8-1-40 through 515 IAC 8-1-44.

(b) As used in this rule, "school services license" means a license that includes a content area established under 515 IAC 8-1-45 through 515 IAC 8-1-48.

515 IAC 1-7-5 "License renewal report" defined

Sec. 5. As used in this rule, "license renewal report" includes the professional growth plan prepared by the applicant under section 14 of this rule and any other information required by the department to process the application for renewal.

515 IAC 1-7-7 "Professional growth experiences" defined

Sec. 7. As used in this rule, "professional growth experiences" means professional experiences verified by the building level administrator, supervisor, or department as completed.

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 issued by the local governing body and applicant that the requirements of section 14 of this rule have been met.

(b) Applicants for license renewal shall provide all necessary evidence of eligibility.

(c) An application for license renewal shall be submitted not sooner than sixty (60) days prior to the expiration date of the license.

515 IAC 1-7-14 Professional growth plan; renewal

Sec. 14. (a) This section applies to the holder of the following:

- (1) A proficient practitioner license under 515 IAC 4.
- (2) An accomplished practitioner license under 515 IAC 12.

(b) The holder of a license under subsection (a) is an applicant for purposes of this rule and shall renew his or her license for an additional term by one (1) of the following:

- (1) Completion of the process for certification by the National Board of Professional Teaching Standards (NBPTS) in a content area for which the NBPTS offers certification and submission to the board of written verification from the NBPTS that the certification process has been completed, regardless of whether the licensee succeeded in earning NBPTS certification.
- (2) Submission of a license renewal report that demonstrates that the requirements of the professional growth plan have been met in accordance with subsections (c) through (h).
- (3) Submission of official transcripts listing completion of six (6) semester hours of college or university coursework.

(c) A professional growth plan is documentation of professional growth experiences. The professional growth plan must include a minimum of ninety (90) professional growth experience points. The professional growth experience points shall be calculated with one (1) clock hour qualifying for one (1) professional growth experience point based on, but not limited to, the following activities:

- (1) In-service workshops.
- (2) Professional workshops and conferences.
- (3) Mentoring of beginning teacher.
- (4) Cooperating teacher for any college field experience including student teaching.
- (5) Workshop presentation.
- (6) Curriculum development.
- (7) Educational committee membership.
- (8) School accreditation activities.
- (9) College credit: 1 semester hour = 15 professional growth points.
- (10) Educational publication.
- (11) Educational research.
- (12) Participation in the school improvement planning process.
- (13) Professional growth experiences that improve curriculum knowledge, instructional skill, classroom management skills, or any other professional growth experiences.

(d) To qualify for renewal, completed professional growth experience points must be verified by at least one (1) of the following:

- (1) A building level administrator where the applicant is employed at the time of renewal.
- (2) An immediate supervisor of the applicant if the applicant is applying for the renewal of an administrative license or school services license.

(e) The building level administrator or immediate supervisor shall provide written notice to the license holder of the verification or the refusal to verify made in subsection (d).

(f) If an applicant is not employed by an entity listed under 515 IAC 1-5-1(a) at the time of renewal, the department shall verify or refuse to verify the applicant's professional growth experience points.

(g) The department shall provide written notice to the license holder if the department denies a request under subsection (f).

(h) Professional growth points or certification renewal units earned prior to July 1, 2010 apply to an applicant's first renewal after July 1, 2010.

515 IAC 1-7-14.1 Professional growth plan; appeal

Sec. 14.1. (a) If a building level administrator or immediate supervisor under section 14(d) of this rule refuses to verify professional growth experience points, the applicant may request a review of their professional growth points by the superintendent of the entity listed in section (1)(a) [*sic*] by submitting a written request for review to the superintendent within fifteen (15) days of the applicant's receipt of the written notice under section 14(e) of this rule.

(b) If a request is made in accordance with subsection (a), the superintendent shall review the determination and provide the applicant and the building level administrator or immediate supervisor with a written decision within five (5) days of the request that:

- (1) refuses to verify; or
- (2) verifies;

the professional growth experience points.

(c) If the superintendent refuses to verify the applicant's professional growth experience points, the applicant may request a review of their professional growth experiences points by the department. The department shall verify or refuse to verify the applicant's professional growth experience points. The department shall notify the applicant of its decision in writing.

515 IAC 1-7-15 Applicants are responsible for delay

Sec. 15. An applicant is responsible for any delays in the issuance of a renewal license if the license renewal report is received by the board less than one hundred twenty (120) days prior to the license's expiration date.

515 IAC 1-7-18 Incomplete applications

Sec. 18. An incomplete application may be returned to the applicant who may be required to pay a new application fee in the event the application is resubmitted. The applicant is responsible for any delays caused by the submission of an incomplete application.

ARTICLE 2. ENDORSEMENT OF SCHOOL PSYCHOLOGISTS AS INDEPENDENT PRACTICE SCHOOL PSYCHOLOGISTS

Rule 1. General Provisions

515 IAC 2-1-1 Purpose

Sec. 1. The purpose of this article is to establish procedures for the board to follow in the endorsement of school psychologists as independent practice school psychologists and to provide criteria for exemptions from endorsement requirements.

515 IAC 2-1-2 Applicability

Sec. 2. (a) In order to:

- (1) practice school psychology; and
- (2) receive an endorsement as an independent practice school psychologist;

a school psychologist must comply with the requirements of this article.

(b) This article does not apply to a psychologist who is licensed under IC 25-33.

515 IAC 2-1-3 Definitions

Sec. 3. The following definitions apply throughout this article:

(1) "Developmental center" means any facility that offers developmentally appropriate psychological, educational, social, adaptive, language, or motor skills training or psychoeducational and multidisciplinary diagnostic services to special needs children or developmentally disabled adults.

(2) "Rehabilitation center" means:

(A) a state or privately owned and accredited institution, hospital, or facility offering diagnostic, rehabilitative, or habilitative services to children or adults who are cognitively impaired, developmentally delayed, head injured, or learning disabled that is located in Indiana or supported by a hospital located in Indiana and accredited by the joint commission on accreditation of healthcare organizations (JCAHO);

(B) a penal or correctional facility operated by the department of corrections;

(C) an institution operated by the department of health under IC 16-19-6; or

(D) a private facility offering vocational or diagnostic services to the mentally retarded, developmentally delayed, brain injured, or physically handicapped that is accredited by the council on accreditation of rehabilitation facilities (CARF), JCAHO, or certified by the state.

(3) "School psychology" has the same meaning set forth in IC 20-28-1-11.

515 IAC 2-1-4 Criteria for endorsement of independent practice school psychologists

Sec. 4. An individual who applies for an endorsement as an independent practice school psychologist must meet the following requirements:

(1) Be licensed as a school psychologist by the professional standards board (board).

(2) Be employed by a:

(A) developmental center;

(B) state hospital;

(C) public or private hospital;

(D) mental health center;

(E) rehabilitation center;

(F) private school; or

(G) public school;

at least thirty (30) hours per week during the contract period unless the individual is retired from full-time or part-time employment as a school psychologist or the individual has a medical condition or physical disability that restricts the mobility required for employment in a school setting.

(3) Furnish satisfactory evidence to the board that the applicant has received at least a sixty (60) semester hour master's or specialist degree in school psychology from:

(A) a recognized institution of higher learning; or

(B) an educational institution not located in the United States that has a program of study that meets the standards of the board.

(4) Furnish satisfactory evidence to the board that the applicant has demonstrated graduate level competency through the successful completion of course work and a practicum in the areas of assessment and counseling.

(5) Furnish satisfactory evidence to the board that the applicant has at least one thousand two hundred (1,200) hours of school psychology experience beyond the master's degree level. At least six hundred (600) hours must be in a school setting under the supervision of any of the following:

(A) A physician licensed under IC 25-22.5.

(B) A psychologist licensed under IC 25-33.

(C) A school psychologist licensed under IC 20-28-2.

(6) Furnish satisfactory evidence to the board that the applicant has completed, in addition to the requirements in subdivision (5), at least four hundred (400) hours of supervised experience in identification and referral of mental and behavioral disorders, including at least one (1) hour each week of direct personal supervision by a:

(A) physician licensed under IC 25-22.5;

(B) psychologist licensed under IC 25-33; or

(C) school psychologist endorsed under this article;

with at least ten (10) hours of direct personal supervision.

(7) Furnish satisfactory evidence to the board that the applicant has completed, in addition to the requirements of subdivisions (5) and (6), fifty-two (52) hours of supervision with a physician licensed under IC 25-22.5, a psychologist licensed under IC 25-33, or a school psychologist endorsed under this article that meets the following requirements:

(A) The fifty-two (52) hours must be completed within at least twenty-four (24) consecutive months but not less than twelve (12) months.

(B) Not more than one (1) hour of supervision may be included in the total for each week.

(C) At least nine hundred (900) hours of direct client contact must take place during the total period under clause (A).

(8) Furnish satisfactory evidence to the board that the applicant does not have a conviction for a crime that has a direct bearing on the applicant's ability to practice competently.

(9) Furnish satisfactory evidence to the board that the applicant has not been the subject of a disciplinary action by a licensing or certification agency of any jurisdiction on the grounds that the applicant was not able to practice as a school psychologist without endangering the public.

(10) Pass the examination provided by the board.

515 IAC 2-1-5 Provision of services on private basis

Sec. 5. (a) A school psychologist who is not employed or excused from employment as described in section 4(2) of this rule shall not provide services on a private basis to a person unless the school psychologist receives a referral from one (1) of the following:

(1) A developmental center.

(2) A public school or private school.

(3) A physician licensed under IC 25-22.5.

(4) A health service professional in psychology licensed under IC 25-33-1.

(b) A school psychologist who is endorsed under this article shall not provide services on a private basis to a student:

(1) who attends a school (including a nonpublic school) to which the school psychologist is assigned; or

(2) whom the school psychologist would normally be expected to serve.

515 IAC 2-1-6 Disclosure of information

Sec. 6. A school psychologist who is endorsed under this article may not disclose any information acquired from persons with whom the school psychologist has dealt in a professional capacity, except under the following circumstances:

(1) Trials for homicide when the disclosure related directly to the fact or immediate circumstances of the homicide.

(2) Proceedings:

(A) to determine mental competency; or

(B) in which a defense of mental incompetency is raised.

(3) Civil or criminal actions against a school psychologist for malpractice.

(4) Upon an issue as to the validity of a document.

(5) If the school psychologist has the expressed consent of the client or, in the case of a client's death or disability, the express consent of the client's legal representative.

(6) Circumstances under which privileged communication is lawfully invalidated.

Rule 2. Exemptions from Endorsement

515 IAC 2-2-1 Criteria for exemption of school psychologists from endorsement

Sec. 1. (a) The professional standards board (board) shall exempt an individual from the endorsement requirements of this article if the individual:

(1) is licensed on or before June 30, 1996, as a school psychologist by the board;

(2) is employed by a:

- (A) developmental center;
- (B) state hospital;
- (C) public or private hospital;
- (D) mental health center;
- (E) rehabilitation center;
- (F) private school; or
- (G) public school;

at least thirty (30) hours per week during the contract period; and

(3) furnishes satisfactory evidence to the board that the applicant:

- (A) has received at least sixty (60) semester hours of graduate level course work in a school psychology program;
- (B) has at least one thousand (1,000) supervised hours of school psychology;
- (C) does not have a conviction for a crime that has a direct bearing on the applicant's ability to practice competently;
- (D) has not been the subject of a disciplinary action by a licensing or certification agency of another jurisdiction on the grounds that the applicant was not able to practice as a school psychologist without endangering the public; and
- (E) has at least five (5) years of experience as a school psychologist within the ten (10) years preceding the date of application.

(b) Subsection (a)(2) does not apply to a school psychologist who:

(1) is retired from full-time or part-time employment as a school psychologist; or

(2) has a:

- (A) medical condition; or
- (B) physical disability;

that restricts the mobility required for employment in a school setting.

(c) A school psychologist who is not excused from employment as described in subsection (b) or is not employed as described in subsection (a)(2) shall not provide services on a private basis to a person unless the school psychologist receives a referral from one (1) of the following:

(1) A developmental center.

- (2) A public school or private school.
- (3) A physician licensed under IC 25-22.5.
- (4) A health service professional in psychology licensed under IC 25-33-1.

(d) An individual seeking an exemption under this section must apply to the board before July 1, 1998.

ARTICLE 3. PERFORMANCE-BASED PROCESS FOR ACCREDITATION OF TEACHER PREPARATION PROGRAMS

Rule 1. Preparation and Testing of Educators

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 of the program

(5) Provide the institutional report submitted to NCATE, or an equivalent report.

(6) Meet any standards for programs adopted by the board that may include the following:

(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.

(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, 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.

(c) An approved program shall prepare students to meet developmental or content standards under at least one (1) of the following:

(1) A major or content area under 515 IAC 8-1-1.4(1)(B) or 515 IAC 8-1-4.1(1)(B).

(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.

(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.

(4) The requirements for an administrative license under:

(A) building level administration;

(B) district administrator: superintendent;

(C) district administrator: director of career and technical education;

(D) district administrator: director of curriculum and instruction; or

(E) district administrator: director of exceptional needs.

(5) The requirements for a school services license under:

- (A) school counselor;
- (B) school psychologist;
- (C) school nurse;
- (D) school social worker.

(6) A masters of arts in teaching for a content area.

(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.

(e) The board shall assist institutions of higher learning in developing quality programs for preparing educators.

(f) An approved program shall:

- (1) provide assessment system data to the board annually in the format requested by the board;
- (2) provide an annual report to the board; and
- (3) comply with the requirements in subsection (b).

(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.

(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.

515 IAC 3-1-3 Approved program assessment system

Sec. 3. Each institution's approved programs must implement the following:

- (1) An assessment system that assesses the quality of the program's applicants and program.
- (2) A plan for collecting and analyzing data on applicant qualifications, performance of candidates and graduates, and program operations for evaluating and improving the programs.

ARTICLE 4. PROFESSIONAL EDUCATOR LICENSE TEACHERS

Rule 2. Proficient Practitioner

515 IAC 4-2-1 Proficient practitioner license

Sec. 1. (a) A proficient practitioner license is a renewable five (5) year license.

(b) An applicant is eligible for a proficient practitioner license if the applicant meets one (1) of the following requirements:

(1) Holds an initial practitioner license with a content area established under:

(A) 515 IAC 8-1-8 through 515 IAC 8-1-39 and successfully completed the beginning teacher residency program in accordance with 515 IAC 1-5-3;

(B) 515 IAC 8-1-41 through 515 IAC 8-1-44 and has two (2) years of creditable experience under 515 IAC 9-1-16;

(C) 515 IAC 8-1-40 and successfully completed the beginning building level administrator residency program in accordance with 515 IAC 1-5-3.1; or

(D) 515 IAC 8-1-45 through 515 IAC 8-1-48 and successfully completed the beginning school services personnel residency program in accordance with 515 IAC 1-5-3.2.

(2) Is an out-of-state applicant and complies with the requirements set forth in 515 IAC 9 as determined by the department.

(c) The proficient practitioner physical license shall include the following:

(1) The content area listed on the initial practitioner license.

(2) The school setting listed on the initial practitioner license.

(3) Any content area added under 515 IAC 8-2-1(e).

515 IAC 4-2-2 License application

Sec. 2. (a) An application for a proficient practitioner license or renewal of an initial practitioner license must include the following:

(1) A completed application in a format approved by the department.

(2) A nonrefundable fee in the amount established in 515 IAC 9-1-31, in the form of a cashier's check, certified check, money order, or by electronic payment.

(3) The initial practitioner license or equivalent as determined by the department.

(b) In addition to the requirements of subsection (a), an application for a proficient practitioner license must include documentation of the determination of successful completion of a beginning teacher residency program as set forth in 515 IAC 1-5-3, 515 IAC 1-5-3.1, or 515 IAC 1-5-3.2.

(c) An incomplete application may be returned. The applicant may be required to also submit a new fee as a result of submitting an incomplete application. The applicant is responsible for any delays in license processing caused by the submission of an incomplete application.

515 IAC 4-2-19 Proficient practitioner license; expiration

Sec. 19. (a) A proficient practitioner license is valid for five (5) years from the date the application has been received by the department.

(b) A proficient practitioner license may be renewed for subsequent five (5) year periods if the applicant has met the renewal requirements under 515 IAC 1-7-14.

(c) The proficient practitioner license may be converted to the accomplished practitioner license in accordance with 515 IAC 12-1-1.

ARTICLE 5. SUBSTITUTE TEACHER'S PERMIT

Rule 1. Substitute Permits

515 IAC 5-1-1 Permits

Sec. 1. (a) A substitute permit is a renewable three (3) year license issued upon application from the Indiana school district superintendent as defined by the Indiana school district substitute plan provided for in section 3 of this rule.

(b) A permit may be renewed upon application.

515 IAC 5-1-2 Substitute teacher permit application

Sec. 2. (a) An application for a substitute permit must include the following:

(1) A completed application form approved by the department, including the signature of the superintendent or designee.

(2) A nonrefundable fee in the form of a cashier's check, certified check, or money order in the amount required under 515 IAC 9-1-31.

(b) An incomplete application may be returned. A new fee may be required as a result of submitting an incomplete application. The applicant and the school district are responsible for any delays in licensing processing caused by the submission of an incomplete application.

515 IAC 5-1-3 Substitute plan

Sec. 3. (a) A school district substitute plan must contain the following:

- (1) A school district's requirements for a substitute permit.
- (2) The minimum of a high school diploma earned from an accredited school.
- (3) A plan for reciprocity with other Indiana school districts providing for their utilization of substitute teachers who were licensed by the school district submitting the plan, if applicable.
- (4) Training and mentoring procedures for first year substitute teachers.
- (5) Any additional documentation, as may be required by the department.

(b) A school district must have a current substitute plan on file with the department. The school district must submit any changes to the plan thirty (30) days prior to implementation of those changes.

515 IAC 5-1-4 Substitute teacher; eligibility

Sec. 4. (a) A school district shall not employ persons holding a substitute permit when licensed teachers are available.

(b) Any person who holds a valid Indiana initial practitioner, proficient practitioner, or accomplished practitioner license, emergency permit, visiting teacher permit, or transition to teaching permit may serve as a substitute teacher.

(c) A person may not serve as a substitute teacher without a valid permit issued by the department unless the person meets the criteria of subsection (b).

(d) Substitute teaching experience shall not count as regular teaching experience to be used toward converting an initial practitioner license to a proficient practitioner or accomplished practitioner license, waiving the proficiency test, or waiving the beginning residency program.

(e) The substitute permit is valid only for the requesting school district, unless the school district has a reciprocity plan with another district as described in section 3 of this rule.

(f) "Substitute teacher" means a teacher, as defined in IC 20-18-2-22:

- (1) working in the public schools of Indiana; and
- (2) holding a substitute permit issued by the department.

ARTICLE 8. INITIAL PRACTITIONER AND OTHER LICENSES

Rule 1. General Provisions

515 IAC 8-1-1.1 Initial practitioner license

Sec. 1.1. (a) An initial practitioner license is:

- (1) valid for two (2) years from the date the application is received by the department; and
- (2) equivalent to an initial standard license under IC 20-28-5-12.

(b) An applicant is eligible for an initial practitioner license if the applicant has met one (1) of the following requirements:

(1) Has completed the school setting requirements set forth in one (1) of the following:

- (A) Section 1.3 of this rule.
- (B) Section 1.5 of this rule.
- (C) Section 1.7 of this rule.
- (D) Section 4 of this rule.
- (E) Section 6 of this rule.

(2) Is an out-of-state applicant and completed the requirements set forth in 515 IAC 9.

515 IAC 8-1-1.2 Initial practitioner license; renewal

Sec. 1.2. (a) Except as provided in subsections (b) through (d), the holder of an initial practitioner license who:

- (1) does not participate in a beginning residency program within two (2) years from the date the license was issued;
- (2) begins but fails to complete the beginning residency program within two (2) years from the date the license was issued; or

(3) participates in the beginning residency program for the requisite period, but receives a determination under 515 IAC 1-5-3(c)(5)(B), 515 IAC 1-5-3.1(c)(5)(B), or 515 IAC 1-5-3.2(c)(5)(B) or a final decision under 515 IAC 1-5-7 that the license holder failed to successfully complete the beginning residency program;

may renew the initial practitioner license for one (1) additional two (2) year period by completing and submitting the renewal application form and any documentation prescribed by the department.

(b) A license holder who renews an initial practitioner license under subsection (a)(1) may subsequently renew the license for a second two (2) year period if the license holder:

(1) begins but fails to complete the beginning residency program within two (2) years of the date the license was renewed; or

(2) participates in the beginning residency program but is determined to have failed to successfully complete the residency program as described in subsection (a)(3).

(c) A license holder who has renewed an initial practitioner license in accordance with subsections (a)(1) and (b)(1) may subsequently renew the license for a third two (2) year period if the license holder participates in the beginning residency program but is determined to have failed to successfully complete the residency program as described in subsection (a)(3).

(d) A license holder who renews an initial practitioner license under subsection (a)(2) may subsequently renew the license for a second two (2) year period if the license holder is determined to have failed to successfully complete the beginning residency program as described in subsection (a)(3).

(e) If any application for renewal is made more than six (6) years after the date the original initial practitioner license was issued, the renewal applicant must obtain a passing score on the content proficiency examination under 515 IAC 8-2-1(a) within the twelve (12) months prior to the date of the renewal application to be eligible for renewal or complete a professional growth plan.

515 IAC 8-1-1.3 Elementary school setting

Sec. 1.3. (a) An applicant is eligible for the elementary school setting if the applicant meets the requirements set forth in the following:

(1) Section 1.4 of this rule.

(2) At least one (1) content area set forth in the following:

(A) Section 8 of this rule.

(B) Section 17 of this rule.

(C) Sections 19 through 25 of this rule.

(D) Sections 28 through 38 of this rule.

(3) 515 IAC 8-2-1.

(4) IC 20-28-5-3(c).

(b) An applicant who meets the requirements of subsection (a) is eligible for a kindergarten through grade 6 school setting.

(c) An applicant is eligible for the school setting under IC 20-28-4 if the applicant completed a transition to teaching program under 515 IAC 1-6.

515 IAC 8-1-1.4 Elementary education curriculum requirements

Sec. 1.4. To be eligible for the elementary school setting set forth in section 1.3 of this rule, an applicant must successfully meet the developmental and content standards by at least one (1) of the following:

(1) Completed a baccalaureate degree from an institution of higher learning that includes the following:

(A) A minor or concentration in any of the content areas listed in section 1.3(a)(2) *[section 1.3(a)(2) of this rule]* approved by the board.

(B) A major or content area in education from an approved program that includes the following:

(i) General education and subject matter concentration, including, but not limited to, the following:

(AA) Language arts courses designed to develop appreciation, knowledge, and understanding of world literature.

(BB) Science courses designed to develop broad functional understanding of conservation and the physical, biological, and earth sciences. An integrative approach shall be used whenever possible.

(CC) Social studies courses designed to develop understanding of contemporary civilization, economics and government, current social problems, and modern family life and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

(DD) Mathematics courses designed to develop broad functional knowledge and understanding of the character and development of number systems and skill in use of numbers.

(EE) Arts courses designed to develop appreciation and skills in music and art.

(ii) Professional education and pedagogy, including, but not limited to, the following:

(AA) At least five (5) days in a classroom with an experienced teacher during completion of the final six (6) semesters of the program.

(BB) Demonstration of performance of developmentally appropriate literacy standards based on scientifically-based reading research and developed and approved by the board.

(CC) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(DD) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teacher and student.

(EE) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(FF) Psychology of child development, including, but not limited to, the development of exceptional needs students.

(GG) Competence in multicultural awareness and technology as an aid to education.

(iii) A minimum of nine (9) weeks of full-time student teaching with an experienced teacher during the later stages of the program.

(2) Completed the following requirements:

(A) A non-education baccalaureate degree from an institution of higher learning.

(B) One (1) of the following:

(i) An education minor or concentration from an approved program that includes:

(AA) At least nine (9) weeks of full-time student teaching with an experienced teacher.

(BB) Demonstration of performance of developmentally appropriate literacy standards based on scientifically-based reading research and developed and approved by the board.

(CC) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(DD) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teacher and student.

(EE) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(FF) Psychology of child development including, but not limited to, the development of exceptional needs students.

(GG) Competence in multicultural awareness and technology as an aid to education.

(ii) A transition to teaching program established in 515 IAC 1-6.

(3) A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board.

515 IAC 8-1-1.5 Secondary school setting

Sec. 1.5. (a) An applicant is eligible for the secondary school setting if the applicant meets the requirements set forth in the following:

(1) Section 1.6 of this rule.

(2) At least one (1) content area set forth in the following:

(A) Sections 8 through 15 of this rule.

(B) Sections 17 through 23 of this rule.

(C) Sections 28 through 39 of this rule.

(3) 515 IAC 8-2-1.

(4) IC 20-28-5-3(c).

(b) An applicant who meets the requirements of subsection (a) is eligible for grades 5 through 12 school setting.

(c) An applicant is eligible for the school setting under IC 20-28-4 if the applicant completed a transition to teaching program under 515 IAC 1-6.

515 IAC 8-1-1.6 Secondary education curriculum requirements

Sec. 1.6. To be eligible for the secondary school setting set forth in section 1.5 of this rule, the applicant must successfully meet the developmental and content standards by meeting either of the following requirements:

(1) Completed the following:

(A) A baccalaureate degree from an institution of higher learning that includes a major or content area determined by the department to substantially apply to a content area listed in section 1.5(a)(2) [*section 1.5(a)(2) of this rule*].

(B) One (1) of the following:

(i) An education minor or concentration from an approved program that includes the following:

(AA) At least nine (9) weeks of full-time student teaching with an experienced teacher.

(BB) Demonstration of performance of adolescence literacy standards, based on scientifically-based reading research and developed and approved by the board.

(CC) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(DD) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teacher and student.

(EE) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(FF) Psychology of child development including, but not limited to, the development of exceptional needs students.

(GG) Competence in multicultural awareness and technology as an aid to education.

(ii) Completion of a transition to teaching program as set forth in 515 IAC 1-6.

(2) A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board.

515 IAC 8-1-1.7 P-12 school setting

Sec. 1.7. (a) An applicant is eligible for the P-12 school setting if the applicant completed the requirements set forth in the following:

(1) 515 IAC 8-2-1.

(2) Section 1.8 of this rule.

(3) At least one (1) content area set forth in the following:

(A) Section 8 of this rule.

(B) Section 16 of this rule.

(C) Section 17 of this rule.

(D) Sections 19 through 23 of this rule.

(E) Sections 28 through 48 of this rule.

(4) IC 20-28-5-3(c).

(b) An applicant approved by the department for the P-12 school setting in accordance with subsection (a) is eligible for prekindergarten through grade 12 school settings in the qualifying content area.

(c) An applicant is eligible for the P-12 school setting if the applicant is licensed as a speech-language pathologist under IC 25-35.6-1-7.

515 IAC 8-1-1.8 P-12 curriculum requirements

Sec. 1.8. To be eligible for the P-12 school setting set forth in section 1.7 of this rule, the applicant must successfully meet the developmental and content standards by meeting any one (1) of the following requirements:

(1) Completed the following:

(A) A baccalaureate degree from an institution of higher learning that includes a major or content area determined by the department to substantially apply to one (1) of the content areas listed in section 1.7 of this rule.

(B) An education minor or concentration from an approved program that includes:

(i) At least nine (9) weeks of full-time student teaching with an experienced teacher.

(ii) Demonstration of performance of developmentally appropriate literacy standards based on scientifically-based reading research and developed and approved by the board.

(iii) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(iv) Classroom and behavioral management, including, but not limited to the legal rights and responsibilities of teacher and student.

(v) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(vi) Psychology of child development including, but not limited to, the development of exceptional needs students.

(vii) Competence in multicultural awareness and technology as an aid to education.

(2) A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board.

515 IAC 8-1-4 Early childhood education setting

Sec. 4. (a) An applicant is eligible for the early childhood setting if the applicant meets the requirements set forth in the following:

(1) Section 4.1 of this rule.

(2) At least one (1) content area set forth in the following:

(A) Section 8 of this rule.

(B) Section 17 of this rule.

(C) Sections 19 through 24 of this rule.

(D) Sections 28 through 39 of this rule.

(3) 515 IAC 8-2-1.

(4) IC 20-28-5-3(c).

(b) An applicant who meets the requirements of subsection (a) is eligible for a prekindergarten through grade 3 (P-3) school setting.

515 IAC 8-1-4.1 Early childhood education curriculum requirements

Sec. 4.1. To be eligible for the early childhood education school setting set forth in section 4 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 learning that includes the following:

(A) A minor or concentration in any of the content areas listed in section 4(a)(2) [*section 4(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, including, but not limited to, the following:

(AA) Language arts courses designed to develop appreciation, knowledge, and understanding of world literature.

(BB) Science courses designed to develop broad functional understanding of conservation and the physical, biological, and earth sciences. An integrative approach shall be used whenever possible.

(CC) Social studies courses designed to develop understanding of contemporary civilization, economics and government, current social problems, and modern family life and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

(DD) Mathematics courses designed to develop broad functional knowledge and understanding of the character and development of number systems and skill in use of numbers.

(EE) Arts courses designed to develop appreciation and skills in music and art.

(ii) Professional education and pedagogy, including, but not limited to, the following:

(AA) At least five (5) days in a classroom with an experienced teacher during completion of the final six (6) semesters of the program.

(BB) Demonstration of performance of developmentally appropriate literacy standards based on scientifically-based reading research and developed and approved by the board.

(CC) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(DD) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teachers, students, and families.

(EE) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(FF) Psychology of child development, including, but not limited to, the development of exceptional needs students.

(GG) Application of effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, pre-primary-aged, and primary-aged children within a range of educational programming models.

(HH) Use of informal and formal assessment and evaluation strategies in collaboration with others to plan and individualize curriculum and teaching practices.

(II) Understanding of historical and contemporary development of early childhood education.

(JJ) Reflection on and evaluation of professional practices, professional conduct, and leadership.

(KK) Collaboration and consultation with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction.

(LL) Use of technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

(MM) Teaching across all content areas of: English/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Music, Visual Arts.

(NN) Competence in multicultural awareness.

(iii) A minimum of nine (9) weeks of full-time student teaching with an experienced teacher during the later stages of the program.

(2) Completed the following requirements:

(A) A non-education baccalaureate degree from an institution of higher learning.

(B) An education minor or concentration from an approved program that includes:

(i) At least nine (9) weeks of full-time student teaching with an experienced teacher.

(ii) Demonstration of performance of developmentally appropriate literacy standards based on scientifically-based reading research and developed and approved by the board.

(iii) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(iv) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teachers, students, and families.

(v) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(vi) Psychology of child development, including, but not limited to, the development of exceptional needs students.

(vii) Application of effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, pre-primary-aged, and primary-aged children within a range of educational programming models.

(viii) Use of informal and formal assessment and evaluation strategies in collaboration with others to plan and individualize curriculum and teaching practices.

(ix) Understanding of historical and contemporary development of early childhood education.

(x) Reflection on and evaluation of professional practices, professional conduct, and leadership.

(xi) Collaboration and consultation with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction.

(xii) Use of technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

(xiii) Teaching across all content areas of: English/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, Music, Visual Arts.

(xiv) Competence in multicultural awareness.

(3) A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board.

515 IAC 8-1-6 Middle school setting

Sec. 6. (a) An applicant is eligible for the middle school setting if the applicant meets the requirements set forth in the following:

(1) Section 6.1 of this rule.

(2) At least one (1) content area set forth in the following:

(A) Sections 8 through 15 of this rule.

(B) Section 17 of this rule.

(C) Sections 19 through 23 of this rule.

(D) Sections 26 through 39 of this rule.

(3) 515 IAC 8-2-1.

(4) IC 20-28-5-3(c).

(b) An applicant who meets the requirements of subsection (a) is eligible for a grade 5 through grade 9 school setting.

515 IAC 8-1-6.1 Middle school curriculum requirements

Sec. 6.1. To be eligible for the middle school setting set forth in section 6 of this rule, the applicant must successfully meet the developmental and content standards of either of the following requirements:

(1) Completed the following:

(A) A baccalaureate degree from an institution of higher learning that includes a major or content area determined by the department to substantially apply to a content area listed in section 6(a)(2) of this rule.

(B) An education minor or concentration from an approved program that includes:

(i) At least nine (9) weeks of full-time student teaching with an experienced teacher.

(ii) Demonstration of performance of adolescence literacy standards, based on scientifically-based reading research and developed and approved by the board.

(iii) Differentiation of instruction and teaching methods, including methods for teaching English as a new language and students with exceptional needs, designed to maximize student engagement.

(iv) Classroom and behavioral management, including, but not limited to, the legal rights and responsibilities of teacher and student.

(v) Curriculum development, lesson planning, assessment, and data use in informing instruction.

(vi) Psychology of child development including, but not limited to, the development of exceptional needs students.

(vii) Competence in multicultural awareness and technology as an aid to education.

(2) A baccalaureate degree from an institution of higher learning and a masters of arts in teaching approved by the board.

515 IAC 8-1-8 Adaptive physical education

Sec. 8. (a) If the department determines an applicant meets:

(1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach adaptive physical education; and

(2) all other applicable requirements under this title;

the license shall list "adaptive physical education" as a content area.

(b) The holder of a license with adaptive physical education is eligible to teach adaptive physical education or water safety instruction in the school setting listed on the license.

515 IAC 8-1-9 Business

Sec. 9. (a) If the department determines an applicant meets:

- (1) the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach business; and
- (2) all other applicable requirements under this title;

the license shall list "business" as a content area.

(b) The holder of a license with business is eligible to teach business in the school setting listed on the license.

515 IAC 8-1-10 Career and technical education: agriculture

Sec. 10. (a) If the department determines an applicant:

- (1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: agriculture;
- (2) has provided proof of at least four thousand (4,000) clock hours of successful employment in agriculture or one thousand five hundred (1,500) clock hours of supervised work in agriculture under an approved teacher education program, or an equivalent combination; and
- (3) meets all other applicable requirements under this title;

the license shall list "career and technical education: agriculture" as a content area.

(b) The holder of a license with career and technical education: agriculture is eligible to teach agriculture in the school setting listed on the license.

515 IAC 8-1-11 Career and technical education: business services and technology

Sec. 11. (a) If the department determines an applicant:

- (1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: business services and technology;

(2) has provided proof of at least four thousand (4,000) clock hours of successful employment in business services and technology or one thousand five hundred (1,500) clock hours of supervised work in business services and technology under an approved teacher education program, or an equivalent combination; and

(3) meets all other applicable requirements under this title;

the license shall list "career and technical education: business services and technology" as a content area.

(b) The holder of a license with career and technical education: business services and technology is eligible to teach career and technical education; business services and technology in the school setting listed on the license.

515 IAC 8-1-12 Career and technical education: marketing

Sec. 12. (a) If the department determines an applicant:

(1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: marketing;

(2) has provided proof of at least four thousand (4,000) clock hours of successful employment in marketing or one thousand five hundred (1,500) clock hours of supervised work in marketing under an approved teacher education program, or an equivalent combination; and

(3) meets all other applicable requirements under this title;

the license shall list "career and technical education: marketing" as a content area.

(b) The holder of a license with career and technical education: marketing is eligible to teach marketing in the school setting listed on the license.

515 IAC 8-1-13 Career and technical education: family and consumer sciences

Sec. 13. (a) If the department determines an applicant:

(1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: family and consumer sciences;

(2) has provided proof of at least four thousand (4,000) clock hours of successful employment in family and consumer sciences or one thousand five hundred (1,500) clock hours of supervised work in family and consumer sciences under an approved teacher education program, or an equivalent combination; and

(3) meets all other applicable requirements under this title;

the license shall list "career and technical education: family and consumer sciences" as a content area.

(b) The holder of a license with career and technical education; family and consumer sciences is eligible to teach family and consumer sciences in the school setting listed on the license.

515 IAC 8-1-14 Career and technical education: health occupations

Sec. 14. (a) If the department determines an applicant:

(1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: health occupations;

(2) has provided proof of at least four thousand (4,000) clock hours of successful employment in health occupations or one thousand five hundred (1,500) clock hours of supervised work in health occupations under an approved teacher education program, or an equivalent combination; and

(3) meets all other applicable requirements under this title;

the license shall list "career and technical education: health occupations" as a content area.

(b) The holder of a license with career and technical education: health occupations is eligible to teach health occupations in the school setting listed on the license.

515 IAC 8-1-15 Career and technical education; trade and industrial education

Sec. 15. (a) If the department determines an applicant:

(1) meets the requirement of section 1.6 or section 6.1 of this rule [*section 1.6 or 6.1 of this rule*] to be eligible to teach career and technical education: trade and industrial education;

(2) has provided proof of at least four thousand (4,000) clock hours of successful employment in trade and industrial education or one thousand five hundred (1,500) clock hours of supervised work in trade and industrial education under an approved teacher education program, or an equivalent combination; and

(3) meets all other applicable requirements under this title;

the license shall list "career and technical education: trade and industrial education" as a content area.

(b) The holder of a license with career and technical education: trade and industrial education is eligible to teach in the specific trade and industrial education content area in the school setting listed on the license.

515 IAC 8-1-16 Communication disorders

Sec. 16. (a) If the department determines an applicant:

- (1) meets the requirement of section 1.8 of this rule to be eligible to serve students with communication disorders;
- (2) has successfully completed a master's degree or higher that substantially applies to communication disorders from an institution of higher learning;
- (3) meets all other applicable requirements under this title;

the license shall list "communication disorders" as a content area.

(b) The holder of a license with communication disorders is eligible to serve students with communication disorders in any school setting listed on the license.

(c) An applicant who is licensed as a speech-language pathologist under IC 25-35.6 shall receive a license with "communication disorders" as a content area.

515 IAC 8-1-17 Computer education

Sec. 17. (a) If the department determines an applicant meets:

- (1) the requirements of section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach computer education; and
- (2) all other applicable requirements under this title;

the license shall list "computer education" as a content area.

(b) The holder of a license with computer education is eligible to teach computer education in the school setting listed on the license.

515 IAC 8-1-18 Driver and traffic safety education

Sec. 18. (a) If the department determines an applicant meets:

- (1) the requirement of section 1.6 of this rule to be eligible to teach driver and traffic safety education; and
- (2) all other applicable requirements under this title;

the license shall list "driver and traffic safety education" as a content area.

(b) The holder of a license with driver and traffic safety education is eligible to teach driver and traffic safety education in the grades listed on the license.

515 IAC 8-1-19 English as a new language

Sec. 19. (a) If the department determines an applicant meets:

- (1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to serve students with English as a new language; and
- (2) all other applicable requirements under this title;

the license shall list "English as a new language" as a content area.

(b) The holder of a license with English as a new language is eligible to teach English as a new language in the school setting listed on the license.

515 IAC 8-1-21 Exceptional needs

Sec. 21. (a) If the department determines an applicant meets:

- (1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to serve students with exceptional needs;
- (2) the concentration developmental and content standards for:
 - (A) "Exceptional Needs; Mild Intervention";
 - (B) "Exceptional Needs; Intense Intervention";
 - (C) "Exceptional Needs; Blind and Low Vision"; or
 - (D) "Exceptional Needs; Deaf and Hard of Hearing"; and
- (3) all other applicable requirements under this title;

the license shall list "exceptional needs" and the applicable concentration or concentrations as a content area.

(b) The holder of a license with a content area established under subsection (a) is eligible to teach students with exceptional needs in the school setting listed on the license.

515 IAC 8-1-22 Fine arts

Sec. 22. (a) If the department determines an applicant meets:

(1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach fine arts; and

(2) the concentration developmental and content standards for:

(A) "Fine Arts; Visual Arts";

(B) "Fine Arts; Vocal and General Music";

(C) "Fine Arts; Instrumental and General Music";

(D) "Fine Arts; Theater Arts"; or

(E) "Fine Arts; Dance"; and

(3) all other applicable requirements under this title;

the license shall list "fine arts" and the applicable concentration or concentrations as a content area.

(b) The holder of a license with fine arts is eligible to teach in the specific fine arts content area in the school setting listed on the license.

515 IAC 8-1-23 World language

Sec. 23. (a) If the department determines an applicant meets:

(1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach a world language; and

(2) all other applicable requirements under this title;

the license shall list as a content area the specific world language for which the applicant is qualified.

(b) The holder of a license with a content area established under subsection (a) is eligible to teach in the specific language in the school setting listed on the license.

515 IAC 8-1-24 Early childhood education

Sec. 24. (a) If the department determines an applicant meets:

(1) the requirements of section 4.1 of this rule; and

(2) all other applicable requirements under this title;

the license shall list "early childhood education" as a content area.

(b) The holder of a license with the content area of middle school education is eligible to teach all subjects in the school setting listed on the license.

515 IAC 8-1-25 Elementary generalist

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

(1) the requirement of section 1.4 of this rule; and

(2) all other applicable requirements under this title;

the license shall list "elementary generalist" as a content area.

(b) The holder of a license with a content area of elementary generalist is eligible to teach all subjects in the school setting listed on the license.

(c) If the department determines an applicant who meets the requirements of subsection (a) has a major or minor substantially equivalent to a concentration in:

(1) language arts;

(2) mathematics;

(3) science;

(4) social studies;

(5) exceptional needs;

(6) early childhood; or

(7) fine arts;

the license shall list the applicable concentration or concentrations.

515 IAC 8-1-26 Middle school education

Sec. 26. (a) If the department determines an applicant meets:

(1) the requirements of section 6.1 of this rule;

(2) all other applicable requirements under this title;

the license shall list "middle school education" as a content area.

(b) The holder of a license with middle school education is eligible to teach all subjects in the school setting listed on the license.

515 IAC 8-1-28 High ability education

Sec. 28. (a) If the department determines an applicant:

(1) meets the requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to teach students with high ability;

(2) has completed sufficient course work toward the national standards for teaching high ability students approved by the National Association of Gifted Children and the Council for Exceptional Children; and

(3) meets all other applicable requirements under this title;

the license shall list "high ability" as a content area.

(b) The holder of a license with high ability is eligible to teach high ability students in the school setting listed on the license.

515 IAC 8-1-29 Health

Sec. 29. (a) If the department determines an applicant meets:

(1) the curriculum requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach health; and

(2) all other applicable requirements under this title;

the license shall list "health" as a content area.

(b) The holder of a license with health is eligible to teach health in the school setting listed on the license.

515 IAC 8-1-29.1 Physical education

Sec. 29.1. (a) If the department determines an applicant meets:

(1) the curriculum requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach physical education; and

(2) all other applicable requirements under this title;

the license shall list "physical education" as a content area.

(b) The holder of a license with physical education is eligible to teach physical education in the school setting listed on the license.

515 IAC 8-1-30 Journalism

Sec. 30. (a) If the department determines an applicant meets:

(1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach journalism; and

(2) all other applicable requirements under this title;

the license shall list "journalism" as a content area.

(b) The holder of a license with journalism is eligible to:

(1) teach journalism; or

(2) serve as a:

(A) newspaper advisor; or

(B) yearbook advisor;

in the school setting listed on the license.

515 IAC 8-1-31 Language arts

Sec. 31. (a) If the department determines an applicant meets:

(1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach language arts; and

(2) all other applicable requirements under this title;

the license shall list "language arts" as a content area.

(b) The holder of a license with language arts is eligible to teach language arts or speech in the school setting listed on the license.

515 IAC 8-1-32 Library/media

Sec. 32. (a) If the department determines an applicant meets:

- (1) the requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to provide library or media services; and
- (2) all other applicable requirements under this title;

the license shall list "library/media" as a content area.

(b) The holder of a license with library/media is eligible to provide library or media services in the school setting listed on the license.

515 IAC 8-1-33 Mathematics

Sec. 33. (a) If the department determines an applicant meets:

- (1) the requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach mathematics; and
- (2) all other applicable requirements under this title;

the license shall list "mathematics" as a content area.

(b) The holder of a license with mathematics is eligible to teach mathematics in the school setting listed on the license.

515 IAC 8-1-34 Reading

Sec. 34. (a) If the department determines an applicant meets:

- (1) the requirements under sections [section] 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach reading; and
- (2) all other applicable requirements under this title;

the license shall list "reading" as a content area.

(b) The holder of a license with reading is eligible to teach reading in the school setting listed on the license.

515 IAC 8-1-36 Science

Sec. 36. (a) If the department determines an applicant meets:

(1) the requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach science; and

(2) the developmental and content standards for:

(A) "Life Science";

(B) "Physical Science";

(C) "Physics";

(D) "Chemistry"; or

(E) "Earth/Space Science"; and

(3) all other applicable requirements under this title;

the license shall list "science" and the applicable concentration or concentrations as a content area.

(b) The holder of a license with science is eligible to teach the science areas of concentration in the school setting listed on the license.

515 IAC 8-1-37 Social studies

Sec. 37. (a) If the department determines an applicant meets:

(1) the requirements under section 1.4, 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach social studies; and

(2) the developmental and content standards for:

(A) "Economics";

(B) "Geographical Perspectives";

(C) "Government and Citizenship";

(D) "Historical Perspectives";

(E) "Psychology"; or

(F) "Sociology"; and

(3) all other applicable requirements under this title;

the license shall list "social studies" and the applicable concentration or concentrations as a content area.

(b) The holder of a license with social studies is eligible to teach in the social studies areas of concentration in the school setting listed on the license.

515 IAC 8-1-39 Technology education *(formerly known as Industrial education)*

Sec. 39. (a) If the department determines an applicant meets:

- (1) the requirements under section 1.6, 1.8, 4.1, or 6.1 of this rule to be eligible to teach technology education; and
- (2) all other applicable requirements under this title;

the license shall list "technology education" as a content area.

(b) The holder of a license with technology education is eligible to teach technology education in the school setting listed on the license.

515 IAC 8-1-40 Building level administrator

Sec. 40. (a) The content area "building level administrator" shall appear on the license if the department determines the applicant meets the following requirements:

- (1) Successfully completes the school leader's licensure assessment under 515 IAC 8-2-2.
- (2) Holds one (1) of the following:
 - (A) A proficient practitioner license with at least one (1) content area established under sections 8 through 39 of this rule.
 - (B) An accomplished practitioner license with at least one (1) content area established under sections 8 through 39 of this rule.
- (3) Successfully completes an approved program in building level administration.
- (4) Obtain a master's degree or higher.

(b) The holder of a license with the content area building level administrator is eligible to serve as a building level administrator in the school setting listed on the license.

515 IAC 8-1-41 District level administrator: superintendent

Sec. 41. (a) The content area "district level administrator: superintendent" shall appear on the license if the department determines the applicant meets the following requirements:

- (1) Successfully completes the school leader's licensure assessment under 515 IAC 8-2-2.
- (2) Successfully completes the following:
 - (A) An education specialist (Ed.S) degree or higher at an institution of higher learning.
 - (B) An approved district administrator: superintendent program.
- (3) Holds a proficient practitioner license.

(b) The holder of a license with the content area district level administrator: superintendent is eligible to serve as an administrator in any school in accordance with the school setting listed on the license.

515 IAC 8-1-42 District level administrator: director of career and technical education

Sec. 42. (a) The content area "district level administrator: director of career and technical education" shall appear on the license if the department determines the applicant meets the following requirements:

- (1) Successfully completes the school leader's licensure assessment under 515 IAC 8-2-2.
- (2) Holds one (1) of the following licenses:
 - (A) A proficient practitioner license or accomplished practitioner license with at least one (1) of the content areas in career and technical education under 515 IAC 1-1-10 through 515 IAC 1-1-15.
 - (B) A workplace specialist II license with two (2) years of full-time teaching experience in an accredited vocational school in the grade level and vocational content area listed on the license.
 - (C) A proficient practitioner license or accomplished practitioner license that includes any content area under section 40, 41, 43, or 44 of this rule.
 - (D) A proficient practitioner license or accomplished practitioner license that includes the content area of business or technology education.
- (3) Successfully completes an approved district administrator: director of career and technical education program.

(4) Obtain a master's degree or, if already degreed, completed additional course work in a district administrator: director of career and technical education program that is approved by the board to offer such a degree.

(b) The holder of a license with the content area district level administrator: director of career and technical education is eligible to serve as an administrator in a career and technical education school in the school setting listed on the license.

515 IAC 8-1-43 District level administrator: director of curriculum and instruction

Sec. 43. (a) The content area "district level administrator: director of curriculum and instruction" shall appear on the license if the department determines the applicant meets the following requirements:

(1) Successfully completes the school leader's licensure assessment under 515 IAC 8-2-2.

(2) Holds a proficient practitioner license or accomplished practitioner license with at least one (1) content area established under sections 8 through 39 of this rule.

(3) Successfully completes an approved district administrator: director of curriculum and instruction program.

(4) Obtain a master's degree or, if already degreed, completed additional course work in a district administrator: director of curriculum and instruction program that is approved by the board to offer such a degree.

(b) The holder of the license with a content area district level administrator: director of curriculum and instruction is eligible to serve as an administrator in the school setting listed on the license.

515 IAC 8-1-44 District level administrator: director of exceptional needs

Sec. 44. (a) The content area "district level administrator: director of exceptional needs" shall appear on the license if the department determines the applicant meets the following requirements:

(1) Successfully completes the school leader's licensure assessment under 515 IAC 8-2-2.

(2) Holds a proficient practitioner license or accomplished practitioner license with one (1) of the following:

(A) a content area in communication disorders under section 16 of this rule;

(B) a content area in exceptional needs under section 21 of this rule;

(C) a building level administrator content area under section 40 of this rule;

(D) a content area in school psychologist under section 46 of this rule and two (2) years of full-time experience as a school psychologist; or

(3) Successfully completes an approved district administrator: director of exceptional needs program.

(4) Obtain a master's degree or, if already degreed, completed additional course work in a district administrator: director of exceptional needs program from an institution of higher education that is approved by the board to offer such a degree.

(b) The holder of the license with the content area district level administrator: director of exceptional needs is eligible to serve as an administrator in the school setting listed on the license.

515 IAC 8-1-45 School services: school counselor

Sec. 45. (a) The content area "school services: school counselor" shall appear on the license if the department determines the applicant successfully completes a master's degree from an approved school counselor program or, if already degreed, has completed additional course work from an approved school counselor program.

(b) The holder of a license with a content area of school services: school counselor is eligible to serve as a school counselor in prekindergarten through grade 12, and the setting "P-12" shall appear on the physical license.

(c) The holder of a school services: school counselor license may obtain an accomplished practitioner license if the applicant has:

(1) completed five (5) years experience as a school counselor in an entity listed in 515 IAC 1-5-1(a) subsequent to the issuance of the proficient practitioner license;

(2) completed an educational specialist or higher degree in a counseling related field at an institution of higher learning regionally accredited to offer the appropriate course work;

(3) been recommended for the accomplished practitioner license by the licensing advisor at the approved program; and

(4) successfully completed certification in school counseling in a program approved by the board.

515 IAC 8-1-46 School services: school psychologist

Sec. 46. (a) The content area "school services: school psychologist" shall appear on the license if the applicant successfully completed a master's degree from an approved school psychologist program, or, if already degreed, has completed additional course work from an approved school psychologist program.

(b) The holder of a license with the content area school services: school psychologist is eligible to serve as a school psychologist in prekindergarten through grade 12, and the setting "P-12" shall appear on the physical license.

(c) The holder of a school services: school psychologist license may obtain the accomplished practitioner license when the applicant has:

(1) completed five (5) years of experience as a school psychologist in any entity listed in 515 IAC 1-5-1(a) subsequent to the issuance of the proficient practitioner license;

(2) completed an educational specialist or higher degree in a psychology-related field at an approved program to offer the appropriate course work; and

(3) been recommended for the accomplished practitioner license by the licensing advisor at the approved program or completed all requirements for the National Certified School Psychologist license and holds a currently valid license as a Nationally Certified School Psychologist, as issued by the National Association of School Psychologists (NASP), located at 4340 East West Highway, Suite 402, Bethesda, Maryland 20814, www.nasponline.org.

515 IAC 8-1-47 School services: school nurse

Sec. 47. (a) The content area school nurse shall appear on the license if the department determines that the applicant:

(1) successfully meets the standards for the school services professional and the national standards for school nurse;

(2) obtains a bachelor's degree from an approved school of nursing program;

(3) obtains a registered nurse's license through the Indiana state board of nursing.

(b) The holder of the content area of school services: school nurse license is eligible to serve as a school nurse in pre-kindergarten through grade 12 and the setting P-12 shall appear on the physical license. The school services: school nurse licensure is required for anyone serving as the school health services coordinator.

(c) The holder of a school services: school nurse license may obtain the accomplished practitioner license if the applicant has:

(1) successfully completed the residency requirement described in 515 IAC 1-5-3.2; and

(2) obtains a master's degree in nursing.

515 IAC 8-1-48 School services: school social worker

Sec. 48. (a) If the department determines that an applicant successfully completed a master's degree from an approved school social worker program, or, if already degreed, has completed additional course work from an approved school social worker program, the content area "school services: school social worker" shall appear on the license.

(b) The holder of the school services: school social worker license is eligible to serve as a school social worker in prekindergarten through grade 12, and the setting "P-12" shall appear on the physical license.

(c) The holder of a school services: school social worker license may obtain the accomplished practitioner license when the applicant has:

- (1) completed an educational specialist or higher degree in a social work or a related field at an approved program; and
- (2) been recommended for the accomplished practitioner license by the licensing advisor at the approved program.

515 IAC 8-1-50 Temporary superintendent license

Sec. 50. (a) An applicant shall be granted a temporary superintendent license if the following requirements are met:

(1) A governing body submits a written request to the temporary superintendent license approval committee for a temporary superintendent license on behalf of the applicant. The written request must include the following:

- (A) A content area in accordance with subsection (c).
- (B) Documentation on the applicant's applicable knowledge or experience.
- (C) Documentation that the applicant has obtained a master's degree or higher from an institution of higher learning approved by the board.

(2) The temporary superintendent license approval committee approves the written request by a majority vote.

(b) The temporary superintendent license approval committee consists of five (5) members, including the superintendent of public instruction. The secretary of the board under IC 20-28-2-4 appoints the remaining four (4) members including the following:

- (1) A member of the board who is a building level administrator.

(2) A member of the board who is a district superintendent.

(3) Two (2) additional members of the board.

(c) The content area for the temporary superintendent license is "district level administrator: superintendent".

(d) The holder of a temporary superintendent license is eligible to serve as a district level administrator: superintendent in the prekindergarten through grade 12 school setting within the governing body's jurisdiction.

(e) A temporary superintendent license is valid until the termination or expiration of the applicant's contract with the governing body in subsection (a)(1).

(f) An applicant or governing body is not limited to one (1) temporary superintendent license.

Rule 2. Teacher Proficiency Examination

515 IAC 8-2-1 Test requirements and exemptions

Sec. 1. (a) To:

(1) demonstrate proficiency in a content area as described in 515 IAC 8-1-8 through 515 IAC 8-1-44; and

(2) be eligible for inclusion of the content area on the license;

an applicant for an initial practitioner license or an applicant for the addition of a content area on an existing license under subsection (e) must obtain at least the minimum acceptable score on a content area examination under section 2 of this rule.

(b) In addition to the requirements of subsection (a), an applicant for an initial practitioner license with a content area established under 515 IAC 8-1-8 through 515 IAC 8-1-39 must complete the following requirements:

(1) Until June 30, 2011, obtain at least a minimum acceptable score as established under section 2 of this rule on the Praxis I examination administered by Educational Testing Service (ETS).

(2) After August 31, 2013, obtain at least a minimum acceptable score on an examination established under section 2 of this rule that demonstrates proficiency in pedagogy.

(c) An applicant with a disability that needs to be accommodated during the administration of an examination is responsible for notifying the testing company of the need for the accommodation when applying to take the examination.

(d) An applicant who receives accommodations during the administration of an examination, but fails to obtain a minimum acceptable score as established under section 2 of this rule may request a determination of proficiency through alternate means by providing the following documents to the department:

(1) A letter requesting a review of the applicant's proficiencies in the pertinent content areas.

(2) Credible documentation of the disability from an appropriate professional.

(3) Documentation demonstrating that the applicant has taken the examination with accommodations.

(4) A written statement from an education professional who has worked with the applicant attesting to the applicant's competency as a classroom teacher.

(5) A written statement from a faculty member of an approved program or institution of higher learning who has supervised the applicant's clinical experience attesting to the applicant's proficiency in classroom performance.

(6) A statement that outlines any special assistance or accommodations the applicant received during the time the applicant attended an institution of higher learning, if the applicant attended an institution of higher learning.

(7) The applicant's examination history.

(8) A transcript copy that shows evidence of completion of a teacher preparation program, including student teaching and degree posted on the transcript.

(9) Any other relevant documentation, such as, but not limited to, letters from:

(A) employers;

(B) colleagues;

(C) fellow members of service organizations; or

(D) other individuals with knowledge of the applicant's proficiency in the relevant test areas.

(e) The holder of any license under this title may add content areas listed in 515 IAC 8-1-8 through 515 IAC 8-1-39 except for 515 IAC 8-1-16, 515 IAC 8-1-19, 515 IAC 8-1-21, 515 IAC 8-1-22, 515 IAC 8-1-24; 515 IAC 8-1-25, or 515 IAC 8-1-28, for which the applicant has successfully completed:

- (1) testing requirements set forth in subsection (a); or
- (2) requirements of the content area established under 515 IAC 8-1-8 through 515 IAC 8-1-39.

515 IAC 8-2-2 Minimum acceptable scores

Sec. 2. (a) The board shall approve examinations and determine minimum acceptable scores for:

- (1) examinations required for an applicant to demonstrate proficiency in a content area as described in 515 IAC 8-1-8 through 515 IAC 8-1-44;
- (2) school leaders' licensure assessments;
- (3) examinations required for an applicant to demonstrate proficiency in basic reading, writing, and mathematics; and
- (4) examinations required for an applicant to demonstrate proficiency in pedagogy.

(b) Prior to taking final action to approve examinations and determine minimum acceptable scores, the board shall do the following:

- (1) Provide public notice of the proposed action at least thirty (30) days prior to taking final action. The public notice shall include the following:
 - (A) A summary of each examination the board proposes to approve.
 - (B) The proposed minimum acceptable scores for each examination.
 - (C) The time period in which the board will accept public comments.

(2) Accept and consider public comment.

(c) In taking final action to approve the examinations and minimum acceptable score, the board shall establish the effective date of the approved examinations and minimum acceptable scores that shall be not sooner than six (6) months after the date of the final action.

(d) An applicant who obtains at least the minimum acceptable score on an examination required under section 1 of this rule during the time the applicant is enrolled in an approved program may use that score even if a different score or a different examination is required at the time of application for the license.

ARTICLE 9. ISSUANCE AND REVOCATION OF VARIOUS LICENSES AND PERMITS

Rule 1. General Provisions

515 IAC 9-1-2 Certificates and licenses issued under prior rules; recognition

Sec. 2. (a) All licenses and certificates issued under the provisions of prior rules governing teacher education and certification shall remain in effect and shall retain the validity and coverage provided by the licenses or certificates. License holders completing requirements for renewals, additions, and conversion to a higher level license shall meet the provisions of this title.

(b) All life licenses issued under prior rules shall continue to be valid for the life of the holder.

(c) All provisional or standard licenses issued under prior rules shall be considered equivalent to the proficient practitioner license.

(d) All persons who have begun an approved teacher preparation program for initial licensure under prior rules and regulations will have until August 31, 2013, to complete the program. Applications for licensure under prior rules, including evidence of successful completion of testing requirements, must be received by the department no later than December 31, 2013.

(e) A license that is valid on the first day of school in the school in which the license holder is employed is considered valid for the duration of that school year.

515 IAC 9-1-5 Application requirements; Indiana graduates

Sec. 5. An applicant for an initial practitioner license shall provide the following to the department:

- (1) A completed application on the department approved form.
- (2) Documentation of passing scores on any required examinations. Each applicant shall request that the testing service send the official score report to the department.
- (3) The established fee for issuance of the license.
- (4) Any additional documentation as required by law.

515 IAC 9-1-6 Application requirements; out-of-state graduates

Sec. 6. An out-of-state applicant for an initial or proficient practitioner license shall submit the following materials to the department:

- (1) A completed application on the department approved form.

- (2) Documentation of passing scores on any required examinations. Each applicant shall request that the testing service send the official score report to the department.
- (3) The established fee for issuance of the license.
- (4) An official transcript from each institution of higher learning attended.
- (5) If applicable, a copy of a valid teaching license or a certificate of eligibility issued by another state.
- (6) Any other documentation of eligibility as determined by the department.
- (7) If the applicant has previous experience, documentation of the experience that includes the following:
 - (A) School setting and content area.
 - (B) Dates of employment.
 - (C) Accreditation status of the schools in which the applicant completed his or her teaching experience.
 - (D) Documentation of good standing in each experience.

515 IAC 9-1-7 Out-of-state applicants; eligibility; content

Sec. 7. (a) An out-of-state applicant is eligible for an initial practitioner license if the applicant meets the following requirements:

- (1) Complies with section 6 of this rule.
- (2) Successfully completes test requirements under 515 IAC 8-2-1(a)(2) and 515 IAC 8-2-1(b)(2), or comparable requirements as determined by the department.
- (3) Meets one (1) of the following requirements:
 - (A) Holds a valid license or certificate of eligibility from a compact state and has completed a program approved by the compact state that is required for certification of education personnel in that compact state. The program must require completion of a baccalaureate degree and a supervised field experience.
 - (B) Holds a valid license or certificate of eligibility from a compact state that has agreed to Section III(B)(1) of the Interstate Compact Agreement and the applicant:
 - (i) holds a baccalaureate degree; and
 - (ii) completed an alternative certification program approved by the member state.

(C) Holds a bachelor's degree from a teacher education program approved by NCATE or a regional institutional accrediting organization.

(b) An out-of-state applicant who meets the requirements of subsection (a) and has at least two (2) years of creditable experience under section 16 [*section 16 of this rule*] is eligible for a proficient practitioner license.

(c) An out-of-state applicant who meets the requirements of subsection (b) and has master's degree from an institution of higher learning that substantially applies as determined by the department to the content area is eligible for an accomplished practitioner license.

(d) If an applicant is eligible for a license under subsection (a) or (b), the department shall determine the equivalent content area or areas and school setting or settings of the Indiana license based on one (1) or more of the following:

- (1) Results of the teacher proficiency examination under subsection (a)(2).
- (2) Content areas and school settings listed on a valid out-of-state license.
- (3) The curriculum requirements under subsection (a)(3).

(e) If the department cannot determine the equivalent content area or areas or school setting or settings under subsection (d), the department shall determine the equivalent content area or areas or school setting or settings based on the official transcript from each institution of higher learning attended by the applicant.

515 IAC 9-1-8 Out-of-state teacher applicants; reciprocity

Sec. 8. (a) An out-of-state applicant who does not qualify for a license under section 7 of this rule is eligible for an Indiana reciprocal permit if the applicant holds a valid license or certificate of eligibility issued by another state.

(b) An applicant eligible for a reciprocal permit under this section shall be issued a permit in the:

- (1) content areas of the out-of-state license or certificate of eligibility that are equivalent to Indiana content areas; and
- (2) school settings of the out-of-state license or certificate of eligibility that are equivalent to Indiana school settings.

(c) An initial practitioner license will be issued when all course work and proficiency examination deficiencies have been corrected, if the applicant has not met the requirements for a proficient practitioner license.

(d) A proficient practitioner teaching license will be issued when all course work and proficiency examination deficiencies have been corrected, if the applicant has met all requirements for a proficient practitioner license.

(e) A reciprocal permit is valid for one (1) year and may be renewed up to two (2) times. A reciprocal permit holder may renew the license after the first year by correcting all proficiency exam deficiencies and earning six (6) semester hours of course work or equivalent appropriate progress toward an initial or proficient practitioner license. Any subsequent renewal requires the completion of six (6) semester hours of course work or equivalent appropriate progress toward an initial or proficient practitioner license.

515 IAC 9-1-16 Creditable experience for licensing

Sec. 16. (a) The following teaching experiences shall be recognized as acceptable activities in computing experience required for licensing:

- (1) Experience gained in good standing in any Indiana school that was certified, accredited, or commissioned by the division of performance-based accreditation of the state board of education during the time the experience was acquired.
- (2) Experience gained in good standing in a school outside Indiana but within the United States, Commonwealth of the United States, or Canadian provinces if the school was certified, accredited, commissioned, or equally recognized by the duly authorized agency of the state during the time the experience was acquired.
- (3) Experience gained in good standing, in a school maintained by the United States government for children of military personnel and other governmental employees either in the United States or in a foreign country.
- (4) Experience in teaching as a Peace Corps volunteer.
- (5) Employment for a period of sixty (60) days or more under a temporary contract under IC 20-6.1-4-7.
- (6) Any experience equivalent to subdivisions (1) through (5) as determined by the department.

(b) Responsibility for verifying any experience to be credited shall rest with the employing school superintendent or authorized official of the federal or state department or agency.

(c) The minimum amount of service to be counted as one (1) year of creditable experience shall be the equivalent of one hundred twenty (120) full days acquired during the regular school calendar. A

half-year shall be credited for service equivalent to sixty (60) full days, or more, but less than one hundred twenty (120), acquired during the regular school calendar. Two (2) half-years of credit may be combined for credit not to exceed one (1) year. Not more than one (1) year of creditable service shall be granted for services rendered within a twelve (12) month period beginning July 1 and ending June 30.

(d) Active military experience shall qualify the holder of a license for extended validation of the license for a period equivalent to the time spent in active duty military service and not exceeding two (2) years providing the military service occurred during the validation period of the initial, proficient, or accomplished practitioner license. Copies of military discharge papers must be submitted to the department to qualify for this extended validation.

515 IAC 9-1-18 License revocation, suspension, surrender; authority; grounds; procedures

Sec. 18. (a) The department may suspend or revoke a license under IC 20-28-5-7 upon the written recommendation of the superintendent of public instruction.

(b) The state superintendent may recommend a period of suspension not to exceed three (3) years.

(c) If the license has not expired by the end of the period of suspension, and the department determines that the license holder has successfully completed all requirements for reinstating the license, the department shall reinstate the license for any remaining period upon the written request of the license holder.

(d) The validity period of a license shall not be extended, and any renewal requirements shall not be waived at the time of reinstatement of a license suspended or revoked under subsection (a), or surrendered under subsection (f).

(e) The department may revoke a license under subsection (a) for an indeterminate period of time; provided, however, that the license holder may petition the department for reinstatement at any time subsequent to the passage of three (3) years calculated from the date of revocation.

(f) The department may accept a license holder's voluntary surrender of the license as a suspended or revoked license under subsection (a).

(g) If, prior to seeking an initial teaching license or the renewal of a teaching license, an applicant has committed an act for which a teaching license may be suspended or revoked, the application may be denied on that basis. The applicant may petition for administrative review of that denial as allowed by IC 4-21.5-3, in which case a hearing, known as a fitness hearing, shall be held to determine the applicant's fitness to hold a teaching license.

(h) An individual who petitions the department for reinstatement of a revoked license and an individual required to participate in a fitness hearing under subsection (g) before receiving an initial practitioner license shall have the burden of proving fitness to hold a license. A petition for reinstatement shall be denied if reinstatement would violate any court order or court-approved agreement. In making a determination of fitness, the department shall consider the following factors:

- (1) The likelihood the conduct or offense adversely affected, or would affect, students or fellow teachers, and the degree of adversity anticipated.
- (2) The proximity or remoteness in time of the conduct or offense.
- (3) The type of teaching credential held or sought by the individual.
- (4) Extenuating or aggravating circumstances surrounding the conduct or offense.
- (5) The likelihood of recurrence of the conduct or offense.
- (6) The extent to which a decision not to issue the license would have a chilling effect on the individual's constitutional rights or the rights of other teachers.
- (7) Evidence of rehabilitation, such as participation in counseling, self-help support groups, community service, gainful employment subsequent to the conduct or offense, and family and community support.

(i) IC 4-21.5-3 shall govern the following proceedings:

- (1) A hearing on the suspension of a license under subsection (a).
- (2) A hearing on the revocation of a license under subsection (e).
- (3) A reinstatement hearing under subsection (e).
- (4) A fitness hearing under subsection (g).

(j) The sanctions provided for under this section are intended to be remedial rather than punitive.

(k) Any proceeding under subsection (i) shall be conducted by an administrative law judge on behalf of the department.

515 IAC 9-1-19 Emergency permits

Sec. 19. (a) An emergency permit is valid only for the school year during which it is granted.

(b) To qualify for an emergency permit, the applicant must submit the following:

- (1) An application for an emergency permit submitted by an employing school superintendent between July 1 and April 15 of the school year for which the emergency permit is requested but not later than twelve (12) weeks after the applicant for the emergency permit begins service.
- (2) Documentation from the employing school superintendent certifying an emergency need for the applicant in the content area or areas or the school setting or settings of the request.

- (3) The established fee for issuance of the license.
- (4) The license being renewed, if applicable.
- (5) All necessary evidence of eligibility.
- (6) Any additional documentation.
- (7) An official transcript showing successful completion of a baccalaureate degree from an institution of higher learning.
- (8) Documentation, if applicable, of progress toward meeting the content area requirements and identification of a program where the applicant can obtain licensure in three (3) years.
- (9) Documentation, if applicable, from the licensing advisor where the program is to be completed that demonstrates the applicant has enrolled in an approved program in the subject area or areas or school setting or settings of the request and the applicant has submitted a written plan for completion of the program.

(c) The emergency permit may be renewed at the request of the employing school superintendent every year upon completion by the applicant of six (6) semester hours of course work directed toward an initial practitioner license in the emergency permit subject area or school setting or verification of appropriate progress by the licensing advisor where the applicant is completing an approved program.

(d) The department may grant an applicant an expired Indiana license a one-time nonrenewable emergency permit for continuing education if the applicant provides documentation that the applicant has not been employed as a full-time or part-time teacher, administrator, or school services personnel, not including substitute teacher, at any time three (3) years prior to the date of application.

(e) Except for applicants under subsection (f), the emergency permit may be renewed up to two (2) additional times in the same content area or areas or school setting or settings, if the superintendent submits an application for an emergency permit in accordance with subsection (c).

(f) Holders of emergency permits with the content area under 515 IAC 8-1-16 may renew the permit annually if the superintendent demonstrates that the applicant is enrolled in an approved master's level speech language pathology program.

515 IAC 9-1-27 Transition to teaching permit

Sec. 27. (a) A transition to teaching permit:

- (1) is valid for three (3) years from the date of application; and
- (2) may not be renewed.

(b) To qualify for a transition to teaching permit, the applicant must:

- (1) meet all of the requirements of IC 20-28-4-5;
- (2) be enrolled in an approved transition to teaching program that meets the requirements of IC 20-28-4-4;
- (3) provide documentation to the department that the applicant is enrolled in an approved transition to teaching program; and
- (4) provide documentation from the school corporation that the school corporation has fulfilled the requirements of IC 20-28-4-11(c).

(c) To obtain a transition to teaching permit, the applicant must submit the following:

- (1) An application for a transition to teaching permit.
- (2) The established fee for issuance of the license.
- (3) An official transcript showing successful completion of a baccalaureate degree from an institution of higher learning.
- (4) Documentation from the employing school superintendent certifying the following:
 - (A) A fully certified and highly qualified teacher is not available for the position.
 - (B) The program participant is the best qualified candidate for the position.
- (5) Documentation from the licensing advisor where the program will be completed that the candidate has enrolled in an approved transition to teaching program in the subject area requested.

(d) Transition to teaching permits are valid for the remainder of the school year if the permit expires on a date after the beginning of the school year.

(e) Upon completion of the transition to teaching program established under 515 IAC 1-6, an applicant will receive the initial practitioner license recommended by the licensing advisor at the institution of higher learning in which the program was completed.

(f) Before receiving the initial practitioner license, the applicant under a transition to teaching permit must complete the testing requirements set forth in 515 IAC 8-2.

515 IAC 9-1-30 Visiting teacher license

Sec. 30. (a) A visiting teacher license is a three (3) year nonrenewable license.

(b) An applicant is eligible for a visiting teacher license if:

- (1) the applicant provides documentation from the Ministry of Education, or comparable office of the teacher's country of origin, that demonstrates the applicant:

(A) is of good moral character;

(B) is a citizen of another country who is in the United States or will be entering the United States, and whom an Indiana school corporation has agreed to employ as a teacher;

(C) holds the United States equivalent of the bachelor's degree from an accredited institution;

(D) has completed curriculum requirements as determined by the department to be equivalent to requirements under 515 IAC 8-1-1.4, 515 IAC 8-1-1.6, 515 IAC 8-1-1.7, 515 IAC 8-1-4, or 515 IAC 8-1-6;

(E) has teaching or related professional experience; and

(F) demonstrates English language proficiency;

(2) the employing Indiana school superintendent submits an application for a visiting teacher license; and

(3) the applicant provides the established fee to the department for the issuance of the license.

(c) The license shall include the content area or areas and school setting or settings for which the department determines equivalency under subsection (d).

(d) The department shall determine the equivalent content area or areas and school setting or settings of the visiting teacher license based on one (1) or both of the following:

(1) The content area or areas and school setting or settings listed on the license issued by another country.

(2) The applicant's curriculum under subsection (b)(1)(D).

(e) This rule does not apply to teachers licensed in another country and employed by accredited Indiana schools through memoranda of understanding between the department and ministries of education of other countries.

515 IAC 9-1-31 Fees; licensing fund

Sec. 31. (a) The following fees are nonrefundable application fees for a license, certificate, or permit:

(1) Issuance of an original license: \$35

(2) Renewal: \$35

(3) Add or delete a license area: \$35

- (4) Conversion to a professional license: \$35
- (5) Substitute certificate: \$15
- (6) Evaluation of a license: \$35
- (7) Evaluation of an out-of-state transcript, per licensing area: \$35
- (8) Duplicate: \$35
- (9) Degree change: \$35
- (10) Permit: \$35

(b) An applicant may combine any two (2) or more actions for renewal, to add a license area, to drop a license area, or for conversion to a professional license in the same application, and pay a fee for only one (1) of the actions.

(c) An applicant may combine any one (1) or more actions for degree change in an application with any one (1) or more actions for renewal, to add a license area, to drop a license area, or for conversion to a professional license, and pay a fee for only one (1) of the actions.

(d) In the event that a fund for fees exists at the time the fees are due, an applicant shall pay the fees to the department, which shall deposit the fees in the licensing fund.

ARTICLE 10. WORKPLACE SPECIALIST LICENSES REQUIREMENTS

Rule 1. Requirements and Procedures for the Issuance of Workplace Specialist Licenses

515 IAC 10-1-2 Definitions

Sec. 2. The following definitions apply throughout this article:

(1) "Basic skills test" means the diagnostic instrument as agreed on by the workplace specialist university consortium used to assess:

- (A) reading;
- (B) mathematics; and
- (C) language arts;

skills of individuals holding a workplace specialist license.

(2) "Career and technical student organization" or "CTSO" means an organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program.

(3) "Occupational experience" includes documented practical experience in the specific occupational licensing area. The term does not include teaching experience.

(4) "Professional development plan" or "PDP" means a plan signed by the:

(A) workplace specialist teacher; and

(B) director of career and technical education;

that outlines the activities and hours as set forth in section 14(c) of this rule.

(5) "Workplace specialist teacher" means a teacher who is licensed to teach in a grades 9 through 12 vocational or career and technical education program that has been approved by the department.

(6) "Workplace specialist university consortium" means a group of university personnel assigned by the department that is eligible to sign the teacher's initial PDP.

515 IAC 10-1-3 Occupational experience requirements

Sec. 3. (a) An applicant for any workplace specialist license must meet the occupational experience requirements in this subsection. "Occupational experience" means documented experience in the specific career and technical occupational licensing area that meets one (1) of the following:

(1) Six thousand (6,000) clock hours of occupational experience within the last five (5) years in the specific occupational area requested on the license.

(2) In addition to four thousand (4,000) clock hours of occupational experience within the last ten (10) years in the specific occupational area requested on the license, one (1) of the following:

(A) Completion of a state-approved occupational competency exam in the occupational area.

(B) Completion of a two (2) year associate's degree or higher from an institution of higher learning in the specific occupational area listed on the license.

(C) An approved apprenticeship or internship program that is a regular part of the training for that specific occupation.

(b) Occupational experience must be verified in one (1) of the following ways:

(1) A letter of work experience on company letterhead, including the following:

(A) Dates of employment.

(B) Job duties and titles.

(C) Number of hours completed.

(2) Self-employment verification by profit and loss statements from tax forms clearly indicating that area of employment is the same as what is requested on the license. The department may request other documentation, such as verification of the business through the Indiana Chamber of Commerce, to support the tax forms.

515 IAC 10-1-4 License type

Sec. 4. (a) The workplace specialist license shall include at least one (1) content area that is equivalent to:

- (1) the occupational experience requirements met by the applicant under section 3 of this rule; and
- (2) vocational program subject areas approved by the state board of education under 511 IAC 8.

(b) The workplace specialist license is valid for grades 9 through 12 in a vocational or career and technical education program that has been approved by the department.

515 IAC 10-1-5 Basic requirements

Sec. 5. An applicant for any workplace specialist license must meet the following requirements:

- (1) Hold a high school diploma.
- (2) Be accepted for employment as a workplace specialist teacher in a recognized content area listed on the license by one (1) of the following:
 - (A) An Indiana school corporation.
 - (B) A cooperating school corporation for career and technical education organized under IC 20-37-1-1.
 - (C) An accredited education program offered by the department of correction.
- (3) Provide documentation of occupational experience in accordance with section 3 of this rule in the specific career and technical occupational area.
- (4) Complete the application process required by the department.

515 IAC 10-1-6 Application requirements

Sec. 6. To be eligible for any workplace specialist license, the applicant must submit the following:

- (1) The appropriate completed application form for licensing. The application must contain the signature of the area director of career and technical education verifying the teacher's employment in an approved career and technical education program.
- (2) The established fee for the issuance of the license.
- (3) Any additional documentation required by the department.

515 IAC 10-1-7 Initial practitioner application requirements

Sec. 7. In addition to the application requirements set forth in section 6 of this rule, to be eligible for a workplace specialist initial practitioner license, the applicant must submit verification of the following:

- (1) The appropriate occupational experience as outlined in section 3 of this rule.
- (2) A high school diploma.

515 IAC 10-1-8 Validation date of initial practitioner license

Sec. 8. (a) The workplace specialist initial practitioner license:

- (1) is valid for two (2) years from the date the application is received by the department; and
- (2) may be renewed for one (1) additional year at the request of the area director of career and technical education, providing the applicant has met the employment criteria noted in section 3 of this rule.

(b) In order to renew this license, the applicant must complete all the requirements listed in section 6 of this rule. The license may be converted to the workplace specialist proficient practitioner license when the holder has completed all requirements described in this rule.

515 IAC 10-1-9 Original proficient practitioner requirements and application requirements

Sec. 9. In addition to the application requirements set forth in section 6 of this rule, to be eligible for the workplace specialist proficient practitioner license, the applicant must submit evidence of the successful completion the following:

- (1) The beginning teacher residency program in accordance with 515 IAC 1-5-3.
- (2) A beginning teacher seminar.
- (3) The beginning workplace specialist teacher assessment.

(4) A basic skills test.

(5) An approved PDP in accordance with section 14 of this rule.

515 IAC 10-1-10 Validation date of proficient practitioner license

Sec. 10. The workplace specialist proficient practitioner license shall be valid for five (5) years from the date the application has been received by the department.

515 IAC 10-1-14 Proficient practitioner renewal requirements

Sec. 14. (a) In order to renew a workplace specialist proficient practitioner license, the applicant must submit a PDP.

(b) The PDP must contain all of the following:

(1) The signatures of the following:

(A) The director of career and technical education.

(B) The applicant.

(2) A minimum of ninety (90) hours of professional development experience in accordance with subsection (c).

(c) To qualify for the renewal, the applicant must have obtained a minimum of ninety (90) professional development points in the five (5) year period immediately preceding the submission of the application for renewal. The professional growth experience points shall be calculated with one (1) clock hour qualifying for one (1) professional development point if the hour has been verified by the director of career and technical education.

(1) College credit up to a maximum of ninety (90) points per renewal.

(2) In-service workshop up to a maximum of forty-five (45) points per renewal.

(3) Professional conference or workshop up to a maximum of forty-five (45) points per renewal.

(4) New teacher mentoring up to a maximum of thirty-six (36) points per renewal.

(5) Peer assistance up to a maximum of twenty-five (25) points per renewal.

(6) Internship in specific trade area up to a maximum of forty (40) points per renewal.

(7) Educational publication up to a maximum of forty-five (45) points per renewal.

(8) Elected officer in a state organization up to a maximum of forty-five (45) points per renewal.

- (9) Elected officer in a national organization up to a maximum of ninety (90) points per renewal.
- (10) Successful completion of a national recognized certificate program with an exam up to a maximum of forty-five (45) points per renewal.
- (11) Cooperating teacher for an undergraduate practicum up to a maximum of fifteen (15) points per renewal.
- (12) Curriculum development up to a maximum of forty-five (45) points per renewal.
- (13) Presentation in teaching field or formal setting up to a maximum of ten (10) points per renewal.
- (14) Professional programs or organization committee membership, or both, up to a maximum of thirty (30) points per renewal.
- (15) School accreditation activities up to a maximum of fifty (50) points per renewal.
- (16) CTSO up to a maximum of thirty (30) points per renewal.

(d) All teachers renewing the workplace specialist license may use a maximum of forty-five (45) hours in their licensing and trade area unless the hours are earned in college credit approved by the area director of career and technical education.

(e) Any changes in a PDP must be approved by the director of career and technical education.

515 IAC 10-1-15 Proficient practitioner renewal application requirements

Sec. 15. In addition to the application requirements set forth in section 6 of this rule, to renew a workplace specialist proficient practitioner license, the applicant must submit the following:

- (1) A PDP, as outlined in section 14(b) of this rule, showing the completion of a minimum of ninety (90) points following the guidelines set forth in section 14(d) of this rule.
- (2) All documentation supporting the completion of the ninety (90) professional development points.
- (3) A PDP, as outlined in section 14(b) of this rule, showing the minimum of ninety (90) professional development points following the guidelines set forth in section 14(d) of this rule, to be completed for the next renewal.
- (4) The license being renewed.

515 IAC 10-1-17 Out-of-state applicants

Sec. 17. Any applicant from another state will be subject to the requirements set forth in sections 3 and 5 of this rule regardless of the license they may hold in another state. The applicant will complete the application requirements set forth in sections 6 and 7 of this rule.

515 IAC 10-1-19 License revocation, suspension, or surrender; authority; grounds; procedures

Sec. 19. All workplace specialist licenses are subject to revocation, suspension, or surrender as outlined in 515 IAC 9-1-18.

ARTICLE 12. ACCOMPLISHED PRACTITIONER LICENSE

Rule 1. Accomplished Practitioner License

515 IAC 12-1-1 Accomplished practitioner license

Sec. 1. (a) An accomplished practitioner license is a renewable license that may be issued to the holder of a proficient practitioner license if any of the following requirements are met:

(1) The license includes a content area set forth in:

(A) 515 IAC 8-1-8 through 515 IAC 8-1-39, or 515 IAC 8-1-45 through 515 IAC 8-1-48; and

(B) the applicant holds a master's degree or higher from an institution of higher learning that substantially applies as determined by the department to the content area.

(2) The license includes a content area set forth in 515 IAC 8-1-40 through 515 IAC 8-1-44 and the applicant has:

(A) five (5) years of experience as an administrator; and

(B) a total of sixty (60) graduate hours of course work completed in school administration.

(b) The accomplished practitioner license:

(1) is valid for ten (10) years from the date the application is received by the department; and

(2) may be renewed for a ten (10) year period if the applicant meets the renewal requirements under 515 IAC 1-7-14.

515 IAC 12-1-4 Accomplished practitioner application procedures

Sec. 4. The application procedures set forth in 515 IAC 9-1-5 and 515 IAC 9-1-6 shall apply to this rule.