



Rules for Educator Preparation and Accountability: Change Summary by Article

515 Article 1 → 511 Article 10 Teacher Training and Licensing				
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale
1-1-96	Definitions	10-1-1	<p><b>Added</b> definitions for assessment, SBRR, effective teacher and assessment system, probationary license and professional license.</p> <p>Updated definitions to reference new teacher standards approved 12/2010.</p> <p><b>Deleted</b> definitions for beginning teacher residency, beginning school services residency, and beginning building level administrator residency</p> <p><b>Deleted</b> 3 references to national organizations (CEC, NBPTS, and NACG )</p>	Definitions were updated to align with proposed rules outlined in REPA 2 document.
1-5	<p>Residency program for beginning teachers, administrators, and school service personnel.</p> <p>Current teacher residency program is a checklist completed by administrator by completion of 2nd year.</p> <p>Current school service residency program is a checklist completed by administrator by completion of 2nd year.</p> <p>Current principal residency program is the completion of an online assessment and the signature of supervisor.</p>	N/A	Removed residency requirements.	How to best assimilate new teacher into a school corporation is a local decision. Any state rule related to induction will result in an unfunded mandate. All teachers will be evaluated as required in IC 20-28-11.5. Beginning teachers will be issued a probationary license and will need 3 years of effective or highly effective summative ratings to be eligible for a professional license.

1-6	Transition to Teaching Program 1-6-1 (b) Each approved program under 515 IAC 3-1-1, except approved programs that do not meet the requirements of IC 20-28-4, <b>must</b> 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.	10-2	10.1-2-1 (b) Each approved program under 511 IAC 13-1-1, except approved programs that do not meet the requirements of IC 20-28-4, <b>may</b> offer a transition to teaching program to prepare a qualified person who holds at least a baccalaureate degree to enter the teaching profession through a transition to teaching program. Adds provisions for P-12 T2T programs consisting of 24 credit hours.	Updates wording to align with statutory changes in last legislative session  Increases the flexibility for T2T programs to include P-12 preparation as well as elementary and secondary as outlined in the IC 20-28-4
1-7	Renewal of Licenses	N/A	Moved to Article 14	Consolidation of licensing rules into one section. Renewal is fully outlined in Article 14.

**515 Article 2 → Removed  
Endorsement of School Psychologists**

Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale
Article 2	Endorsement of School Psychologist	N/A	Removed Current basis for IDOE issued license is completion of requirements for IPLA license.	Eliminates duplication of licensure in areas for which an IPLA license is issued.

**515 Article 3 → 511 Article 13  
Accreditation of Teacher Preparation Programs**

Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale
<b>515 IAC 3-1-1 Approval of programs preparing educators</b> 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	Program review and accreditation were not well defined in REPA 1  Department provided recommendations to board who then made	<b>511 IAC 13-1-1 Approval of teacher preparation programs</b> Sec. 1. (a) An accredited teacher preparation program means an organization recognized by the department to prepare educators to meet requirements for licensure. (b) To be accredited by the department, a teacher preparation program shall do the following: (1) Have at least one approved licensure program.	REPA 2 defines program approval and state accreditation process.  Department provides recommendation to state superintendent for new program approval and state	Redistributes authority for new program approval and state accreditation.  State Board will make decisions regarding the revocation of state accreditation.

<p>rule.</p> <p>(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.</p> <p>(4) Provide current information to the board on the:</p> <p>(A) name;</p> <p>(B) mailing address;</p> <p>(C) electronic mail address;</p> <p>(D) telephone number; and</p> <p>(E) facsimile number; of the supervisor of the program</p> <p>(5) Provide the institutional report submitted to NCATE, or an equivalent report.</p> <p>(6) Meet any standards for programs adopted by the board that may include the following:</p> <p>(A) Professional standards for the accreditation of schools, colleges, and departments of education of the National Council for Accreditation of Teacher Education (NCATE) Chapter 2 of NCATE's Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, January 2002 edition, is hereby incorporated by reference. Copies of this publication may be obtained by writing to the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.</p> <p>(B) Model standards for beginning teacher licensing and of the Interstate New Teacher Assessment and Support Consortium (INTASC). The draft standards section of the Model Standards for Beginning Teaching Licensing and Developments: A Resource for State</p>	<p>recommendations to the superintendent for new program approvals and state accreditation decisions.</p>	<p>(2) Meet requirements as approved and published by the department to maintain satisfactory state accreditation status</p> <p>(3) Develop an assessment system that includes all approved licensure programs under section 2 of this rule.</p> <p>(4) Require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an assessment established under 511 IAC 15-7-2 that demonstrates proficiency in basic reading, writing, and mathematics or an alternative as approved and published by the department.</p> <p>(5) Provide current information to the department on the:</p> <p>(A) name;</p> <p>(B) mailing address;</p> <p>(C) electronic mail address;</p> <p>(D) telephone number; and</p> <p>(E) facsimile number; of the supervisor of the teacher preparation program</p> <p>(6) Provide an annual state report to the department.</p> <p>(c) An approved licensure program shall prepare students to meet REPA teacher developmental and content standards under at least one (1) of the following:</p> <p>(1) A major or content area under 511 IAC 15-1-1 or 511 IAC 15-4-1.</p> <p>(2) A major or content area under 511 IAC15-2-2, 511 IAC15-3-2, or 511 IAC 15-5-2. If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher education for that content area.</p> <p>(3) A minor or concentration under 511 IAC15-1-2, 511 IAC 15-2-2, 511 IAC15-3-2, 511 IAC 15-4-2, or 511 IAC 15-5-2. If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by</p>	<p>accreditation.</p> <p>Revocation of state accreditation authority resides with the State Board of Education.</p> <p>Updates rule to include REPA Common Core Standards</p>	
---	---	--	---	--

<p>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.</p> <p>(c) An approved program shall prepare students to meet developmental or content standards under at least one (1) of the following:</p> <p>(1) A major or content area under 515 IAC 8-1-1.4(1)(B) or 515 IAC 8-1-4.1(1)(B).</p> <p>(2) A major or content area under 515 IAC 8-1-1.6(1)(A), 515 IAC 8-1-1.8(1)(A), or 515 IAC 8-1-6.1(1)(A). If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher learning for that content area.</p> <p>(3) A minor or concentration under 515 IAC 8-1-1.4(1)(A), 515 IAC 8-1-1.4(2)(B), 515 IAC 8-1-1.6(1)(B), 515 IAC 8-1-1.8(1)(C), 515 IAC 8-1-4.1(1)(A), 515 IAC 8-1-4.1(2)(B), or 515 IAC 8-1-6.1(1)(B). If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher learning for that content area.</p> <p>(4) The requirements for an administrative license under:</p> <p>(A) building level administration;</p> <p>(B) district administrator: superintendent;</p> <p>(C) district administrator: director of career and technical education;</p> <p>(D) district administrator: director of curriculum and instruction; or</p>		<p>the institution for higher education for that content area.</p> <p>(4) The requirements for an administrative license under:</p> <p>(A) building level administration;</p> <p>(B) district administrator: superintendent;</p> <p>(C) district administrator: director of career and technical education;</p> <p>(D) district administrator: director of curriculum and instruction; or</p> <p>(E) district administrator: director of exceptional needs.</p> <p>(5) The requirements for a school services license under:</p> <p>(A) school counselor.</p> <p>(6) A masters of arts in teaching for a content area.</p> <p>(d) The department will make the final determination of the status of all newly proposed and reviews of existing licensure programs applying for approved status</p> <p>(e) The department shall assist teacher preparation programs in developing quality licensure programs for preparing educators.</p> <p>(f) The department may reevaluate the status of an approved teacher preparation program or licensure program at any time. The department shall provide written notice of reevaluation to the approved teacher preparation program or licensure program. The department will make the final determination of the accreditation status of the teacher preparation program. Status will be determined on a cycle established by the department. The department will annually review and update status of all approved teacher preparation programs located in the state.</p> <p>(g) If the department reevaluates the approved licensure program and determines that the approved licensure program does not meet the requirements of this rule, the department may</p>		
--	--	--	--	--

<p>(E) district administrator: director of exceptional needs.</p> <p>(5) The requirements for a school services license under:</p> <p>(A) school counselor;</p> <p>(B) school psychologist;</p> <p>(C) school nurse;</p> <p>(D) school social worker.</p> <p>(6) A masters of arts in teaching for a content area.</p> <p>(d) The board will make the final determination of the status of all programs applying for approval of their program to prepare educators for licensing.</p> <p>(e) The board shall assist institutions of higher learning in developing quality programs for preparing educators.</p> <p>(f) An approved program shall:</p> <p>(1) provide assessment system data to the board annually in the format requested by the board;</p> <p>(2) provide an annual report to the board; and</p> <p>(3) comply with the requirements in subsection (b).</p> <p>(g) The board may reevaluate the status of an approved program at any time. The board shall provide written notice of reevaluation to the approved program.</p> <p>(h) If the board reevaluates the approved program and determines that the approved program does not meet the requirements of this rule, the board may rescind approval. The board shall provide written notice to the program if the board rescinds approval.</p>		<p>rescind approval. The department shall provide written notice to the program if approval is rescinded.</p> <p>(h) The board may revoke state accreditation for a teacher preparation program upon recommendation of the department.</p> <p>(j) The department shall make the final determination on the approval of revisions to and adoption of teacher content and developmental standards</p>		
<p>3-1-1 Sec. 3. Each institution’s approved programs must implement the following:</p> <p>(1) An assessment system that assesses the quality of the program's applicants and program</p>		<p><b>13-1-2 Approved program assessment system</b> Sec. 2. Each teacher preparation program must have an assessment system approved by the department that is in good standing and must implement the following:</p> <p>(1) evaluates the quality of the</p>	<p>Changes institution to teacher preparation program and adds definition of required elements</p>	<p>Word change allows for non-IHE based programs to be included.</p> <p>Added criteria allow for better</p>

A plan for collecting and analyzing data on applicant qualifications, performance of candidates and graduates, and program operations for evaluating and improving the programs		<p>each approved licensure program's applicants and programs</p> <p>(2) documents candidates' mastery of content and developmental standards.</p> <p>(3) collects and analyzes data on applicant qualifications, performance of candidates and graduates, and program operations for evaluating and improving the programs.</p>		understanding of requirements.
---	--	---	--	--------------------------------

**515 Article 4 → 511 Article 14**  
**Probationary and Professional Practitioner Licenses**

Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale
8-1	Initial Practitioner License description	14-1	<p>Proposes the first licensure level be called Probationary Practitioner License and be a 5 year license.</p> <p>Removes residency requirement</p>	<p>Moved to Article 14 to consolidate licensing rules into one section.</p> <p>Move to a 5 year initial license instead of a 2 year initial license to align with teacher effectiveness requirements for renewal.</p> <p>Name changed in alignment with teacher status terminology in IC 20-28-11.5</p>
<p><b>515 IAC 1-7-12 Application requirements for renewal of proficient practitioner licenses</b></p> <p>Sec. 12. (a) An application for renewal of a proficient practitioner license</p>	Renewal requirements for proficient practitioner license	<p><b>511 IAC 14-2-2 Application requirements for renewal of licenses</b> Sec. 2. (a) An application for renewal of a probationary practitioner license must include the following:</p> <p>(1) A completed application form approved by the department.</p> <p>(2) The renewal fee</p>	<p>Applies to probationary license. If unable to move to professional license, license is renewable through completion of professional growth points/credit hours.</p> <p>Also applies to renewal of professional licenses until September 1, 2017</p>	<p>Proposes eligibility for higher license level be based on effectiveness ratings.</p> <p>Until 9/1/17, professional license holders may renew with PGP/credits.</p>

<p>must include the following:</p> <p>(1) A completed application form approved by the department.</p> <p>(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.</p> <p>(3) Documentation issued by the local governing body and applicant that the requirements of section 14 of this rule have been met.</p> <p>(b) Applicants for license renewal shall provide all necessary evidence of eligibility.</p> <p>(c) An application for license renewal shall be submitted not sooner than sixty (60) days prior to the expiration date of the license.</p>		<p>prescribed by 511 IAC 16-1-2,</p> <p>(3) Documentation issued by the local governing body and applicant that the requirements of section 3 of this rule have been met.</p> <p>(b) Prior to September 1, 2017 an application for renewal of a professional practitioner license must include the following:</p> <p>(1) A completed application form approved by the department.</p> <p>(2) The renewal fee as established and published by the department.,</p> <p>(3) Documentation issued by the local governing body and applicant that the requirements of section 3 of this rule have been met</p> <p>(c) Applicants for license renewal shall provide all necessary evidence of eligibility</p>		
N/A	Not Present	14-2-5	Proposes if an applicant is unable to move to or maintain professional license status through effectiveness	Proposes only teachers who demonstrate effectiveness are eligible to maintain higher level

			data they may renew at the probationary level under 14-2-2.	licensure status.
4-2-1	Proficient Practitioner License description and requirements	14-3-1	Proposed name changed to Professional Practitioner License Continues as a five year license. Eligibility for this license is a summative rating of effective or highly effective for at least 3 of the last 5 years.	Proposed changes reflect alignment with IC 20-28-11.5
N/A	Not present	14-3-2	Prior to 9/1/2017 professional license is renewable with PGP/ college credits. After 9/1/2017, professional license is only renewable with effectiveness ratings.	Proposed change reflects alignment with increased emphasis on teacher effectiveness.

**515 Article 5 → 511 Article 16-4-3**

**Substitute Permits**

<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>
5-1	Substitute Permits	16-4-3, 3.1, 3.2	Moved with other permit requirements.	Consolidation of requirements for various permits.
5-1-3	School district substitute plan	N/A	Removed	These plans are no longer collected by the department. Neighboring school corporations are encouraged to define their own reciprocity agreements.

**515 Article 6 → 511 Article 18**

**Educational Interpreters**

<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>
6-1-7	Educational Interpreter emergency permits	N/A	Removed	EP's for Ed. Interpreters are not permissible under IDEA and 511 IAC Article 7

**515 Article 8 → 511 Article 15**

**School Settings and License Content Areas**

<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>
8-1	Initial Practitioner License description and renewal requirements	14-1	Proposes Probationary Practitioner License as a 5 year license. Removes residency requirement. If unable to move to professional license, license is renewable through completion of professional growth points/credit hours.	Moved to Article 14 to consolidate licensing rules into one section.  Proposed name changed in alignment with teacher status levels as outlined in IC 20-28-11.5  Proposed eligibility for higher license level is based on effectiveness, however may continue to renew at probationary level with PGPs/credits
8-1-1.3	Content areas eligible for a K-6 Elementary License	15-1-1	Proposes inclusion of Elementary Generalist,	Defines eligible content areas by developmental level.
8-1-1.5	Content areas eligible for a 5-12 Secondary License	15-2-1	Proposes inclusion of Business, CTE areas,, Journalism, Language Arts, Mathematics, Science, Social Studies, and Engineering & Technology	Defines eligible content areas by developmental level
8-1-1.7	Content areas eligible for a P-12 License	15-3-1	Proposes inclusion of Computer Education, English Learners, Exceptional Needs, Fine Arts, World Languages, High Ability, Health & PE, Library/Media, and Reading	Defines eligible content areas by developmental level.
8-1-4	Content areas eligible for a P-3 Early Childhood License	15-4-1	Proposes inclusion of Early Childhood Generalist, Exceptional Needs-Mild, and Exceptional Needs-Other	Defines eligible content areas by developmental level.
8-1-6	Content areas eligible for a 5-9 Middle School License	15-5-1	Proposes inclusion of Language Arts, Mathematics, Science, and Social Studies	Defines eligible content areas by developmental level.
8-1-1.4, 1.6, 1.8, 4.1, 6.1	Curriculum Requirements for all developmental levels	15-1-2 15-2-2 15-3-2 15-4-2	This change requires programs to align to REPA Indiana Teacher Preparation Standards  Proposes increased student teaching requirement from 9	Removes REPA essential pedagogy which was used as a placeholder since the new teacher standards were in process at the time. Replaces with requirement candidates must complete an approved program aligned to REPA content and developmental standards.

			weeks to 10 weeks. Cooperating teacher assigned must be "effective" teacher.	Student teaching revisions based on NCTQ Report "Student Teaching in the United States" <a href="http://www.nctq.org/edschoolreports/studentteaching/">http://www.nctq.org/edschoolreports/studentteaching/</a>
8-1-8	Adaptive PE	N/A	Proposes removal of content area	Adaptive PE is included in the teacher standards for all PE teachers.
8-1-16	Communication Disorders	N/A	Proposes removal of IDOE issued license.	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE
8-1-18	Driver and Traffic Safety	N/A	Proposes removal of content area	Authority for Driver's Ed was transferred to BMV in last legislative session
8-1-21	Exceptional Needs	15-6-9, 10	Proposes candidates are prepared for mild and intense exceptional needs for all developmental levels resulting in P-12 licensure.	Provides marketability for candidates for an Indiana shortage area.
8-1-26	Middle School Education	N/A	Removed	Eliminates middle school generalist as a content area. Candidates are still eligible to be certified for middle school in separate content areas.
8-1-29, 29.1	Separate licensure areas of health and physical education	15-6-16	Proposes combining licensure areas one Health and Physical Education content area.	Combining areas increases candidates' marketability. Twenty-five of 26 approved preparation programs offering health licensure also offer PE.
NA	Virtual Instruction	15-6-23.5	Proposes adding a content area to addressing on-line pedagogy at the secondary level.	New teacher standards require candidates to master pedagogy related to on-line environments and effective use of digital tools. Current teachers need opportunities to develop skills in this area as well. Standards and a licensure test will be developed for this area.
8-1-40	Building Level Administrator requirements	15-6-25	After Sept. 1, 2017, eligible candidates must hold a professional license. Candidates are required to complete an approved BLA program. Candidates may complete a master's degree or higher. Recommends this area result in a P-12 license only.	Requiring candidates to hold a professional license ensures they have been rated as effective or highly effective in at least three of the last five years.
8-1-46	School Psychologist	N/A	Proposes removal of IDOE issued license	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE
8-1-47	School Nurse	N/A	Proposes removal of IDOE issued license	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE

8-1-48	School Social Worker	N/A	Proposes removal of IDOE issued license	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE
8-1-50	Temporary Superintendent license	15-6-31	Proposes IDOE will process districts written requests for approval rather than a board committee with prescribed membership (principal, superintendent and 2 additional board members).	Applications are often time sensitive and allowing the department committee to determine approval will result in greater time efficiency and responsiveness to the field.
N/A	Not Present	15-6-32	Proposes addition of a Temporary Building Level Administrator license. Requirements parallel those of a Temporary Superintendent license. Applicants must hold or be eligible to hold a professional license.	Provides for greater flexibility for school corporations. Allows school corporations to “grow their own” administrators.
8-2-1 (d)	Proficiency Evaluation Committee: Reviewed materials for applicants who were unable to pass licensure examinations with accommodations to determine eligibility for licensure	N/A	Proposes elimination of this option.	Districts who wish to hire an applicant that is unable to pass required licensure examinations and as such is ineligible for a license have the option of applying for an emergency permit. The EP would be renewable annually based on teacher effectiveness. Indiana is the only state in the US with an alternative process for candidates unable to successfully meet testing requirements. Unaware of any other professional organizations that require testing (nursing, accounting, engineering, law, etc) but provide for alternative process.
8-2-1 (e)	Adding content areas to an existing license through testing only	15-7-1 (e), (f) (g)	All content areas may be added to an existing instructional license via all approved licensure exams. All candidates must pass the licensure assessment for every content area in which they are licensed. For the purpose of licensure, tests expire after 5 years.	Provides greater flexibility for candidates to become licensed in multiple content areas. Provides department with data on all program completers mastery of standards. Closes what was previously referred to as the “licensure loophole.” Indiana has not had an expiration date previously, but most states do. Testing vendors also recommend expiration as tests change, standards change, expectations change and therefore the reliability/validity of an old test is questionable.
8-2-2	(a)DPS Adv. Board approved all teacher licensure assessments and established cut scores	15-7-2	(a)Department will review and approve all teacher licensure assessments and establish cut scores.	Department will use same process for licensure assessment approval as previously used by board. Committee of content experts (teachers and faculty) will review assessment, complete score panel process to establish a cutscore, accept

	(c) Six month interval after board final action and cut score implementation.		(c) Three month interval after department recommendation and cut score implementation	public comment, review public comment before making a final decision and publishing testing information no sooner than 90 days before implementation.
<b>515 Article 9 → 511 Article 16</b>				
<b>Issuance and Revocation of Various Licenses and Permits</b>				
<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>
N/A	Not present	16-1-1 (d)	Proposes prior to September 1, 2017, proficient and accomplished practitioner license holders who are unable to renew their license at the professional level due to insufficient effectiveness data may renew with a proficient practitioner license	This is to accommodate those license holders who will need to renew before they have had an opportunity to accumulate enough effectiveness data to obtain a professional license.
N/A	Not present	16-1-1 (e)	Proposes prior to September 1, 2017 initial practitioner license holders shall renew with a probationary practitioner license upon their own request by completing the application form approved by the dept.	Provides process for renewal for initial practitioner license holders who do not have effectiveness data. Primarily used for beginning teachers who are licensed, but have not yet been hired by a school.
N/A	Not present	16-1-1 (h)	Proposes on or after September 1, 2017, the proficient practitioner license shall no longer be issued.	By this date, schools will have transitioned evaluation systems to effectiveness ratings as required under IC 20-28-11.5. Applicants will be required to renew at the probationary or professional level.
9-1-7 (b), (c)	Out of state applicants for proficient or accomplished practitioner license	N/A	Removed	Out of state applicants are eligible to receive a probationary license.
NA	Dual Credit Teacher	16-2-6	Proposes outline for expectations for teachers assigned to provide instruction for dual course credit	Proposed change ensures strong content preparation. Effectiveness provides for strong quality measure. IHE criteria for faculty selection are campus specific. IHEs participation is voluntary. Dual credit courses are good for students and the proposed rule helps move dual credit forward.
9-1-16	Creditable experience for licensing	16-2-7	Majority of this section was removed as it	Years of experience no longer

			related to service counted for out-of-state applicants.  Active military experience still qualifies an applicant for an extended validation period of their license.	influences the type of license issued. Out of state applicants are not eligible for a professional license.
9-1-19	Emergency Permits	16-4-1	Proposes permit is renewable annually provided the applicant receives a rating of effective or highly effective on an evaluation that meets the components outlined in IC 20-28-11.5	Holders of an emergency permit must demonstrate effectiveness (summative rating of highly effective or effective) to be eligible for renewal.
9-1-27	Transition to Teaching Permit	16-4-2	Proposes applicants for a Transition to Teaching permit must pass basic skills assessment (or alternative) and content assessment prior to admission. After Aug. 31, 2013 must complete pedagogy assessment prior to receiving probationary license.	Candidates in Transition to Teaching programs are expected to demonstrate content proficiency prior to admission. T2T preparation programs are expected to prepare candidates in appropriate developmental pedagogy.
N/A	Not Present	16-4-4	Charter School Teacher Permit: Applicant must teach or be eligible to teach in an Indiana Charter school, hold bachelor's degree with at least a 3.0 GPA, and have passed content area assessments. Permit is valid for 5 years and may be renewed by receiving ratings of effective or highly effective in 3 of the last five years.	Provides for greater flexibility. Allows content prepared individuals to be eligible for a permit to teach in a charter school setting. Renewal is based on summative effectiveness rating (3 out of 5 years effective or highly effective) which aligns with recent reform agenda.
N/A	Not Present	16-4-5	Adjunct Teacher Permit: Applicant must teach or be eligible to teach part-time in any Indiana public school, hold bachelor's degree with at least a 3.0 GPA, and have passed content area assessments. Permit is valid for 5 years and may be renewed by receiving ratings of effective or highly effective in 3 of the last five years.	Provides for greater flexibility. Allows content prepared individuals to be employed part-time to teach in a public school setting. Permit renewal eligibility is based on summative effectiveness rating (3 out of 5 years effective or highly effective) which aligns with recent reform agenda.
<b>515 Article 10 → 511 Article 17 Workplace Specialists</b>				
<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>

10-1-7 10-1-8	Work Place Specialist 1 License - initial Work Place Specialist 2 License- probationary	17-3-1 17-3-2 17-3-2.1	Proposes an initial 2 year license (WP1): Requirements must be completed in 2 years to be eligible for WP2.  WP2 – Probationary Practitioner: 5 year license. Renewable through Professional Development Plan.	Allows 2 years for workplace specialist to complete initial requirements. Licensing then becomes parallel to expectations for all other teachers based on effectiveness.
10-1-9	Work Place Specialist 3 License - professional	17-3-3	WP 3 - Professional Practitioner License: 5 year license. Renewal eligibility aligned to effective ratings (3 of the last 5 years rated as effective or highly effective).	Moving from a probationary to professional license is based on demonstration of effective teaching.
<b>515 Article 12 → Removed Accomplished Practitioner License</b>				
<b>Original 515 Reference</b>	<b>Original Summary</b>	<b>New 511 Reference</b>	<b>Changes, Additions, or Deletions</b>	<b>Explanation/Rationale</b>
Article 12	Accomplished Practitioner License	N/A	Removed	Proposes licensure status be aligned to teacher status as defined in IC 20-28-11.5. Proposes renewal be connected to effectiveness rating every 5 years.