

Frequently Asked Questions on Rules for Educator Preparation and Accountability (REPA)

Updated 4/5/10

General Information

1. When will REPA become effective?

The final version of the rule document was approved by the Professional Standards Advisory Board on January 7, 2010 and the Governor signed the rule on March 30, 2010. Rules are typically effective 30 days after the Legislative Services Agency publishes them on their Web site, so REPA will technically be effective on April 30, 2010. But, many of the provisions won't have a practical effect until July 31, 2010, or in the case of testing requirements for current education students, some provisions won't take effect until 2013.

2. What will happen to licenses issued under prior rules when REPA goes into effect?

All licenses issued under prior licensing rules—Bulletin 400, Rules 46-47 and Rules 2002—retain their validity and coverage. No one holding a license issued under prior rules will lose anything when the new rules go into effect.

3. If I am already taking coursework to complete a program for an initial practitioner license or to add a new content area under Rules 2002, will I be able to complete it after August 1, 2010?

Yes. Anyone already working on a program for initial licensure or to add a new content area to an existing license will have until August 31, 2013 to complete that program under Rules 2002.

4. To whom will the new rules apply when they go into effect?

All out-of-state applicants will be evaluated based on REPA starting on its effective date, which we anticipate will be on or around August 1, 2010. Current license holders will be required to renew their licenses under REPA, but that should not be a concern to current educators. REPA provides more options for meeting renewal requirements, including the traditional path of taking 6 semester hours of college coursework, completing a Professional Growth Plan (PGP) using professional development activities or completion of National Board Certification. Additionally, new educators who receive their first initial practitioner (IP) license after August 1, 2010 will complete the beginning teacher residency instead of IMAP.

5. What are some of the major differences between Rules 2002 and REPA?

Most of the content areas found in Rules 2002 will continue to be available under REPA, but there are some exceptions. The content areas of reading specialist, bilingual/bicultural, elementary generalist: primary, elementary generalist: intermediate, pre-school generalist, and social studies other than high school are not available under REPA.

Under REPA, licenses are available in five grade configurations: P-3 (pre-K through grade 3), K-6, 5-9, 5-12, and P-12 (pre-K through grade 12). A REPA license will show what grade levels the license holder is eligible to teach for each content area. This is different than Rules 2002, which indicated a school setting rather than grade coverage.

Another major difference between Rules 2002 and REPA is that educators have the option of adding new content areas to existing licenses through either completing coursework or passing the Praxis II content test. There are 7 exceptions to this option. Please see question and answer #14 below concerning additions to licenses for more detail.

6. What licenses other than instructional licenses are available under REPA?

There are four School Service Personnel licenses available: School Counselor, School Social Worker, School Nurse, and School Psychologist. All School Service Personnel licenses will have P-12 grade coverage.

There will be one building level administration license and four district-level administration licenses: Building Level Administrator; District Level: Superintendent; District Level: Director of Exceptional Needs; District Level: Director of Career and Technical Education; and, District Level: Director of Curriculum and Instruction. All administrative licenses will have P-12 grade coverage.

7. How can I find out what teaching assignments (classes) I can teach with the license I hold?

The Office of Educator Licensing and Development posted an updated Assignment Code document on its website in January 2010. This document is organized by grade configuration and approved course title/number and lists the appropriate license and subject area for the three most recent sets of licensing rules: Bulletin 400, Rules 46-47 and Rules 2002. As soon as REPA becomes effective, the appropriate REPA licenses for each grade level and approved course will be added. This document is a great resource for individual teachers and for administrators as they address staffing needs. It can be found at <http://www.doe.in.gov/dps/licensing/assignmentcode/welcome.html>.

8. To what does the “P” in P-12 grade coverage refer?

The “P” refers to pre-kindergarten. The grade coverage of P-12 denotes that the holder of the license completed a teacher preparation program that included pedagogy and covered developmental standards appropriate to instructing students of pre-kindergarten age (generally ages 3 and 4) through 12th grade.

9. Does REPA impact reciprocity with other states?

No, Reciprocal Permits are still available. A person who completed an educator preparation program in another US state and holds a valid license or Certificate of Eligibility (COE) from that state, but does not qualify for an Initial Practitioner license, is eligible for a Reciprocal Permit. A person who completed an educator preparation program in another US state, holds a valid license or COE from that state, and has completed testing and degree requirements under REPA is eligible for an Initial Practitioner license. If that same individual has at least two years out-of-state teaching experience in an accredited K-12 school, a Proficient Practitioner or Accomplished Practitioner license may be issued, depending on the highest degree completed. Additionally, Indiana is a member of the NASDTEC Interstate Educator Certification/Licensure Agreement (aka Interstate Compact), which facilitates portability of educator licenses among member states.

10. How can I be sure that I am considered “highly qualified” under NCLB in the areas in which I teach or in areas I may wish to add to my license?

The designation of “highly qualified” pertains to the core academic subjects that are defined as the following: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts. The requirements of “highly qualified” are related to licensing but are not solely determined by what appears on a teacher’s license. Please go to <http://www.doe.in.gov/hqt/> to read more about this important topic.

IMAP/Beginning Educator Residency

11. Is IMAP still required for teachers with an initial practitioner license?

No, but there is a two-year beginning teacher residency required under REPA for new teachers, new school service personnel and new administrators, except for superintendents. This residency retains some of the features of IMAP including successful completion of a standards-based assessment in the second year. More information about the residency programs will be available on the OELD website and from Katie Russo at krusso@doe.in.gov. New educators currently participating in the first year of IMAP (during the 2009-10 school year) will be able to complete their second year of IMAP during the 2010-11 school year. The deadline for completion of both years of IMAP under Rules 2002 is July 1, 2011. Starting August 1, 2010, any educator holding an initial practitioner (IP) license that has not completed year one of IMAP must participate in the beginning educator residency program under REPA.

License Renewal/Adding Content Areas

12. How will I renew my license under REPA?

Renewing licenses will be different under REPA, where there are multiple paths for completing renewal requirements. Regardless of the rules under which a license was issued, educators can take college coursework, complete professional development activities on a Professional Growth Plan (PGP), or complete a combination of both. Teachers choosing to renew through a PGP will work with their building administrators to verify professional development activities. Renewal can also be achieved by receiving National Board Certification. Another change provides that Professional licenses under Bulletin 400 and Rules 46-47 and Accomplished Practitioner licenses under Rules 2002 will always be renewed for a 10-year validity period, plus renewal activities for a Professional or Accomplished Practitioner license can be completed at any time during the validity of the license.

13. I want to renew my license with a PGP but I am not currently employed in a school. Who will verify my professional development activities?

You may complete a PGP and submit it to the Office of Educator Licensing and Development for verification.

14. Will I be able to add new content areas to my Rules 46-47 license after REPA goes into effect?

That's a great question! I'm glad you asked.

New content areas can be added to any instructional license, regardless of which rules the license was issued under. REPA provides two options for adding most content areas: educators may add new content areas by completing coursework covering the content standards, or the educator may add the content area by passing the Praxis II content exam. This is true for all but seven content areas. The content areas of early childhood education, elementary generalist, communication disorders, exceptional needs, fine arts, English as a new language (ENL), and high ability education cannot be added by testing alone. These content areas can only be added to an existing license through completion of both coursework and testing. Educators wishing to add content areas through testing must remember there will be test items covering the content standards; presumably an educator will have had coursework or actual work experience sufficient to expect to pass the Praxis II test.

15. If I pass the Praxis II content test in an area I want to add to my license, do I have to wait until REPA goes into effect to apply for the addition?

The DOE does not have authority to add areas to existing licenses through testing alone until REPA becomes effective.

16. I hold a School Service Personnel license as a School Social Worker and I also hold a Social Work license issued by Indiana Professional Licensing Agency (IPLA). I have to complete continuing education units (CEUs) to keep my IPLA license valid; can I use those CEUs on my Professional Growth Plan to renew my School Service Personnel license?

Yes, you can use CEUs and CNEs (for School Nurses) on your Professional Growth Plan but the number of professional growth points each CEU/CNE activity is worth on your PGP may be different than its renewal value for your IPLA license. For renewal of your School Service Personnel license, one professional growth point is equal to one contact/participation hour. If you attend a two hour CEU/CNE seminar relevant to your School Services license, that seminar can be counted for two professional growth points. If you attend an all day CEU/CNE seminar (8 am-4 pm), but there are 30-minute breaks both morning and afternoon and an hour for lunch, that seminar can be counted for 6 professional growth points. Professional growth points are only awarded for actual participation/contact hours; breaks, lunchtime, and travel time may not be counted. This option is available to the holder of any license—not just School Service Personnel license holders—and it is an option available now. Educators earning CEUs/CNEs need not wait until REPA becomes effective to convert CEUs/CNEs to professional growth points.

For School Service Personnel license holders who have the corresponding license issued by the IPLA, you may present the valid IPLA license for renewal of your School Services license.

17. I have an elementary license and I would like to add math for middle school to it. Can I do that under REPA?

Yes, you can add math with 5-9 grade coverage to your elementary license under REPA. You would make that addition by choosing either to complete a program of coursework covering the content standards or, if you feel you already have sufficient math content knowledge, you can take and pass the Praxis II math exam. With the exception of the content areas of communication disorders, exceptional needs, fine arts, early childhood education, elementary generalist, English as a new language (ENL), and high ability education, educators can add any instructional content areas by either completing coursework or passing the appropriate Praxis II exam. Additionally, content for different developmental levels (grade levels) can be added to any instructional license.

Testing

18. Are there still testing requirements under REPA?

Yes. All applicants for initial licensure will continue to be required to pass the Praxis II exam in the content area of their license. Through June 30, 2011, applicants will also be required to pass the Praxis I basic skills tests in reading, writing, and math. This is the requirement that is currently in place. Beginning July 1, 2011, teacher training institutions must require students to demonstrate proficiency in basic skills through testing or other measures approved by the Professional Standards Advisory Board in order to gain entry into a teacher preparation program. Consequently, as of July 1, 2011, passage of Praxis I will no longer be a requirement of license issuance.

19. Will there be any new tests required under REPA?

Yes. After August 31, 2013, all applicants for an initial teaching license must pass a Praxis test approved by the Professional Standards Advisory Board in pedagogy. Indiana has not required applicants to pass a pedagogy

test before, so this is a new requirement. Also, there are some content areas for which tests are not now available, so the board will soon begin the process of approving tests for all content areas.

20. Will there still be a process for applicants with diagnosed disabilities who are not able to pass Praxis II or the new Pedagogy test to demonstrate proficiency by alternative means?

Yes, the process in place now will continue to be available. For more information please go to http://www.doe.in.gov/educatorlicensing//proficiency_eval.html on our OELD website.

21. What if there isn't a Praxis II test for the content area I want to add to my license?

If no Praxis II test has been approved in a content area an educator wishes to add to a license, the educator must follow the option of completing coursework meeting the content standards. If the coursework has already been completed, verification that the coursework meets the content standards can be provided by a licensing advisor at the Indiana institution where the coursework was taken or through a transcript evaluation in the Office of Educator Licensing and Development of the IDOE.

22. Can I qualify for an initial practitioner (IP) license by just passing the pedagogy test and the appropriate Praxis II test(s)?

No, to qualify for an initial practitioner (IP) license you must have a minimum of a bachelor's degree and have completed either an accredited traditional or online teacher preparation program or one of the curriculum options for career changers, such as T2T, completing the education "minor" including essential pedagogy, Advanced Degree or MAT. See question and answer #32 for more information on online programs.

23. Will there be only one pedagogy test option or will there be tests targeted to each developmental level?

There will be four Principles of Learning and Teaching tests available through ETS: #0521-Principles of Learning and Teaching: Early Childhood; #0522-Principles of Learning and Teaching: Grades K-6; #0523-Principles of Learning and Teaching: Grades 5-9; and #0524-Principles of Learning and Teaching: Grades 7-12. Only one of the above-listed tests is needed to establish an initial teaching license. Panels will be working to establish cut scores for these tests in May 2010. The Professional Standards Advisory Board will approve the tests and scores once REPA goes into effect.

24. I have an elementary license and I want to add a middle school content area to my license. I know I can either pass the appropriate Praxis II test or complete coursework covering the content standards, but do I also need to pass the pedagogy test for middle school as well?

No. REPA does not require that you pass more than one pedagogy test for licensure. Passing a pedagogy test is only necessary to establish an initial license.

25. Do Praxis scores expire after 5 years?

No, there is no expiration date on Praxis scores to obtain licensure in Indiana.

26. If schools of education use Praxis I for program admission, do they use the current scores set by Professional Standards Advisory Board?

When will the board consider scores for other measures such as SAT and ACT exams? If schools of education want to use the Praxis I basic skills exam as their gateway exam for program entry, then they will use the cut

scores already established by the board for the reading, writing and math sections. At a future meeting, the advisory board will be considering an OELD staff recommendation for GRE, SAT and ACT scores as evidence of basic skills proficiency. It is the intent to have several measures of basic skill proficiency from which institutions can select; however the acceptable scores for those measures must be established by the Professional Standards Advisory Board.

Teacher Preparation Programs/Higher Education

27. What content areas are available as minors in an elementary education program? Does the board have to approve elementary education content minors?

The board identified the instructional content areas available as minors in an elementary education program as Adaptive PE, Computer Education, English as a New Language (ENL), Exceptional Needs, Fine Arts, World Languages, High Ability, Health, Physical Education, Journalism, Language Arts, Library/Media, Math, Reading, Life Science, Physical Science, Physics, Chemistry, Earth/Space Science, Economics, Geographical Perspectives, Government and Citizenship, Historical Perspectives, Psychology, and Sociology. Not all teacher training institutions have approved programs in all content areas. If you are interested in a particular content “minor” as part of your elementary education program you need to research which institutions can offer that content area.

28. Since the teacher education institutions will be responsible for ensuring proficiency in basic skills of the students admitted to their teacher preparation programs, will those institutions have a process to address proficiency demonstration by students with diagnosed disabilities?

Higher education institutions address the needs of students with diagnosed disabilities on a regular basis, so the teacher preparation programs will have a policy and process for students with disabilities needing alternative means to demonstrate proficiency. Teacher preparation programs are required to have a system of assessments in place (aka Unit Assessment System); for each benchmark there are documented avenues for remediation and/or alternative assessments. Documentation of accommodations used during a candidate’s program would be important information to submit if the candidate later could not pass Praxis II and needed to demonstrate proficiency by alternative means.

29. How will the Department of Education monitor the requirement for teacher education institutions to only admit students to teacher preparation programs that have successfully demonstrated proficiency in basic skills?

An institution’s program admission requirements and processes are documented and reviewed as part of the institution’s program approval by the Department of Education. Institutions are required to report this information annually via their federal Title 2 reports. In the future, teacher education program completion data and the success of program graduates in their classrooms will be reported to the DOE and tied back to each institution. Program admission standards will play a key role in the analysis of that data at the state and institutional levels.

30. Will teacher education students be able to add content areas to their licenses (in addition to their major area) with the equivalent of a minor, or must they complete a major in any area they want to add to a teaching license?

Within the preparation program for an initial license, once a candidate has completed the program in a content area, additional content areas may be added by completing an institutional minor. To add a content area to an existing license, students will need the minimum coursework necessary to meet the standards of that content area or they may pass the appropriate Praxis II test, unless the content area being added is one of the seven

exceptions noted in question #14. Keep in mind that “majors” and “minors” are terms that apply to the structure of programs at an institution of higher education. The terms “major,” “minor,” and similar designations such as “primary area,” “supporting area,” and “endorsement” no longer appear on teaching licenses associated with a content area and haven’t since Rules 46-47 expired.

31. How many credit hours make up a major? How many credit hours make up a minor?

Keep in mind that “majors” and “minors” are terms that apply to the structure of programs at an institution of higher education. The terms “major,” “minor,” and similar designations such as “primary area,” “supporting area,” and “endorsement” no longer appear on teaching licenses associated with a content area and haven’t since Rules 46-47 expired. The coursework making up a content “major” or “minor” for students in a program leading to initial licensure must meet or exceed the coursework required for a major or minor in that subject offered at the institution to non-education majors.

32. Are online teacher preparation programs accepted under REPA?

Yes, online programs have wider acceptance under REPA. Under Rules 2002, only NCATE accredited online teacher preparation programs were accepted for initial licensure. However, under REPA accredited online out-of-state teacher preparation programs will be treated in a manner comparable to traditional preparation programs. An applicant for initial licensure who completes an out-of-state online teacher education program will be accepted for evaluation under the following circumstances:

A. The online program is NCATE accredited.

B. The online program is accredited by a regional accrediting body and the applicant holds a valid teaching license or Certificate of Eligibility (COE) from the state in which the institution offering the online program has its primary location.

C. The online program is accredited by a state that is a member of the NASDTEC Interstate Educator Certification/Licensure Agreement (aka Interstate Compact) and the applicant holds a valid teaching license or COE from that state. Please note that Iowa, Kansas, Louisiana, Minnesota, Missouri, South Dakota, and Wisconsin are NOT members of the Interstate Compact Agreement.

In addition to the above, all applicants completing online teacher education programs for initial licensure must have successfully completed a supervised field experience in a classroom (e.g. student teaching, internship, practicum, clinical experience, etc.) during which the applicant is responsible for direct student instruction.

Online coursework for renewal and adding new content areas to an existing license must be from an institution accredited by a state, regional accrediting body, or by NCATE.

33. I see that the “traditional” curriculum option for obtaining a license for elementary generalist requires completion of a “minor” in a REPA content area along with a “major” that includes general education, professional education and student teaching. What is the purpose of the “minor” and will it appear on my elementary generalist license as an additional content area?

The purpose of the “minor” as a curriculum requirement for elementary generalist is so every elementary teacher will have the opportunity to specialize in a specific content area. There are three options for minors for elementary generalist programs:

Option 1: The instructional content areas available as minors in an elementary education program under REPA are Adaptive PE, Computer Education, English as a New Language (ENL), Exceptional Needs, Fine Arts, World Languages, High Ability, Health, Physical Education, Journalism, Language Arts, Library/Media, Math,

Reading, Life Science, Physical Science, Physics, Chemistry, Earth/Space Science, Economics, Geographical Perspectives, Government and Citizenship, Historical Perspectives, Psychology and Sociology. Institutional minors in the academic departments for the content areas mentioned above will meet the requirements for licensure for elementary generalists. REPA does not specify the minimum number of hours for these minors.

Option 2: Institutions can create an elementary concentration area for one of the core areas (language arts, math, science, social studies, and fine arts) identified in 515 IAC 8-1-4.1. These would be additional courses focused on one of the core areas and appropriate for an elementary generalist. Related professional organization standards (NCTE, NCTM, NSTA, MENC, NCSS, and NAEA) should be used to guide the development of the elementary concentration areas.

Option 3: Institutions can have dual content area licensure programs. A second content area exceeds the expectations for a minor and would therefore meet the requirement.

The content minor that is imbedded in the curriculum for the elementary generalist will not appear on the face of the license.

34. How does the requirement that a content major in a teacher preparation program “meet or exceed” the requirements of the content major offered to non-education majors apply to social studies?

There is no comparable “social studies” major in the college of arts and sciences. The “meets or exceeds” language in REPA is for content areas that have parallel non-education majors. “Social Studies” does not have a parallel major, so the “meets or exceeds” requirement does not apply. Most current social studies teacher preparation configurations will meet the requirements of REPA. The OELD encourages traditional route programs to continue to assist candidates in obtaining licensure in multiple social studies concentration areas. There will be the option under REPA to be licensed in a single concentration area, but it will be less marketable than licensure in multiple areas. Eventually there will be individual Praxis II tests for each of the six social studies concentration areas and the general social studies test (#00081) will be eliminated. Traditional route social studies candidates can meet the testing requirement by passing the Praxis II test for one of the concentration areas on their initial license; the additional concentration areas can be included based on the recommendation of the licensing advisor as long as the candidate completed the appropriate coursework as part of the teacher preparation program for the initial license. Additional social studies concentration areas can be added to an existing license by passing the Praxis II test for that area or by completing coursework that covers the content standards.

35. Does REPA allow our secondary education majors to continue to major in secondary education?

Yes, secondary education majors are permitted under REPA as long as the content preparation meets or exceeds the requirements for the parallel non-education majors.

36. The T2T program coursework for elementary education does not require a content minor. Will T2T program completers in elementary education still qualify for licensure?

Yes. The requirements for a T2T program are statutory. The REPA requirement for the traditional elementary education program to include an embedded content minor does not apply to the T2T option.

37. Do schools of education have to offer both a T2T program and an education minor?

Yes, schools of education must offer both options. The “or” provision in REPA is directed at teacher education candidates and reflects that they have the option of pursuing either the T2T program or the education minor.

Alternative Paths to Licensure

38. Are Emergency Permits still available under REPA?

An Emergency Permit (EP) is still available at the request of a public school corporation, charter school or accredited non-public school. An educator receiving the first Emergency Permit must be on an approved program to establish an initial license or to add the content area to an existing license as verified by the licensing advisor at a teacher training institution. EPs are issued for one school year; an EP can be renewed two times, provided the license holder is completing the necessary coursework required at a rate of at least 6 semester hours each year. An EP license holder ready to establish an initial practitioner license will be required to pass the appropriate Praxis exams.

39. What if I hold an EP in Communication Disorders?

Emergency Permits in Communication Disorders are noted as an exception in REPA. An EP in Communication Disorders can be renewed without limit. To qualify for an initial EP in Communication Disorders after July 1, 2010, the EP license holder must provide evidence of enrollment in a graduate level program in Speech and Hearing Pathology.

40. Are Emergency Permits available in all content areas?

Yes, EPs are available in all content areas, and under REPA there is also a Temporary Superintendent License available at the request of a local governing body. In order for this license to be issued, the individual whom the governing body wants to hire must have at least a master's degree from an accredited institution and have knowledge and skills necessary to meet the unique needs of the school district. The application for a Temporary Superintendent License must be approved by a subcommittee of the Professional Standards Advisory Board. This temporary license is not portable and is only valid as long as the individual is employed as a superintendent in the district requesting the license.

41. What alternative paths to licensure are included in REPA?

The Transition to Teaching (T2T) program was established by law and will continue to be available under REPA. This is a program for a person with a bachelor's degree in an instructional content area who needs the pedagogy component of a teacher preparation program. All Indiana teacher training institutions must offer a T2T program in each content area for which they have an approved program. Individuals enrolled in a T2T program can be hired by a school corporation if the corporation cannot find a fully licensed teacher in the content area. In this case, the school corporation can request a 3-year nonrenewable T2T Permit.

REPA also provides for institutions to offer a "minor" in education to persons who already have a bachelor's degree in a content area. This is very similar to the T2T program, but it does not have a statutory GPA requirement (T2T does).

REPA also continues the Advanced Degree licensing option established in law. This option is only available for secondary licenses and provides an initial practitioner license to persons who have not completed a teacher education program and have a master's degree or higher in an instructional content area. Applicants under this option must pass the appropriate Praxis exams, hold valid CPR/Heimlich certification, and have at least one year of teaching experience at either the K-12 or postsecondary level.

One other licensure option involves individuals with a bachelor's degree completing a Master of Arts in Teaching (MAT). This path also leads to an initial practitioner license.

REPA also provides greater recognition to alternative delivery of teacher preparation programs online and through distance learning.