

The final opportunities to be heard on the licensure changes are at hand. Tomorrow Oct. 29 at 10:00 a.m. at Scottsburg Middle School, 425 S. Third St., Scottsburg, IN 47170; or Monday November 2, at 10:00 a.m., Indiana State Library, 315 W. Ohio St., Indianapolis, IN 46204. If you are unable to speak at one of those sessions the public comment site on Licensure changes will only be open until the end of the day on October 30. **SUBMIT COMMENTS ON LINE - <http://www.doe.in.gov/repacomment>** .

I am sure you are aware that the Professional Standards Board has adopted the version of the changes to Indiana Licensure that will be put in place unless they make changes after these public comment opportunities. We agree with many of the changes and are concerned about some that will leave loopholes to change who you work for and with in the decades to come. If you wish to remain on the sideline without making your thoughts known you probably do not need to read further. Should you choose to make known your ideas on the changes. Thank you. There are many previous emails listing information to draw from on specific areas of the rules. I will highlight them here for your use.

Students on the path to becoming administrators will be delaying further course work until REPA is in place. They have already seen the wording that allows a Superintendent License with no education background or degree as an easier path to become a building level administrator. No need for teaching experience to set the tone for a building and understand the workings of a school is a major concern. The Temporary Administrator License in Section 73. 515 IAC 8-1-50 allows anyone who passes the test to seek a license from the state approval committee. Once approved the Administrator can serve at any level in the corporation until termination or expiration of the contract with the governing body.

The original wording in the section was better before the final passage.

The lack of licensure specific to middle school is a concern for teachers and flexibility in placements in those buildings. Renewal of licenses for existing teachers will be the critical time with middle school licenses.

The concern over enough content for education majors in the past is hollow. Dean Gonzalez of IU researched all Indiana schools and found that all education majors are required to take more content than non-education subject majors.

The race to earn Race to the Top Federal money does not mean we have to race to exclude pedagogy and effective instruction skills for educators.

We feel the need for educational experience and education administration degrees should be retained. We favor standards that have research backing them for changes to be made. Take the time necessary to make improved rules not just rules to fit the requirements to receive funding. Just like taking money from your parents there are always strings attached and we may not like some or all of them on future review.

Your help in making REPA work for Indiana educators and the children they serve is critical in a short period of time.

The attachments above are some of the documents you have received in previous email to use in constructing your comments.

Thank you for your help

Gerald W. Mohr
Executive Director
Indiana Association of School Principals
317-891-9900 ext. 240

Alternative Certification Review Group

Joint Concerns and Recommendations

The undersigned share the following recommendations and concerns as the alternative certification process moves forward:

- 1) The process of expressing concerns and recommendations to the proposed changes should not be characterized as standing against improvement.
- 2) Proposals lead to potentially lowering standards for the delivery of education when they should demonstrate consistency, accountability, rigor, and relevance.
- 3) How will these changes fit with the Highly Qualified requirements or Race-to-the Top criteria?
- 4) Recommendations for reform must increase and strengthen pedagogical requirements that encompass cultural competency.
- 5) Rules 2002 and the promulgation process should serve as a guide to evaluate changes.
- 6) Develop focus groups to review rule changes before adopting.
- 7) Any waiver process must have a well-researched process and not rest with one person.
- 8) Certification should not be granted solely on the basis of a test score.
- 9) Where you live will likely end up determining how you are educated depending upon local hiring practices.
- 10) Pre-service educator program changes must be built on data and research and demand accountability, results, and a fiscal impact.
- 11) Balance content learning and pedagogy in pre-service educator programming.
- 12) Maintain quality (i.e., rigorous, relevant, and grounded in theory, research, and best practice) teacher preparation programs through accreditation focused on continuous improvement.
- 13) Legal and consequently costly claim issues especially with special education requirements could be significant for alternative preparation program teachers and administrators.

- 14) Essential education experiences must be maintained as requirements to become a school administrator should not be eliminated or waived.
- 15) Effective school administrators should first have teaching experience and then complete an administrator preparation program with the rigor and relevance of a program that is designed to meet national standards and the accountability of NCATE or some other recognized accrediting body.

Alternative Certification Review Group

Azure Smiley	Indiana Council for Exceptional Children
Brad Balch	Indiana State University
Carole Craig	National Association for the Advancement of Colored People
Chuck Little	Indiana Urban Schools Association
Dan Clark	Indiana State Teachers Association
Deb Lecklider	Butler College of Education
Ena Shelley	Butler College of Education
Frank Bush	Indiana School Boards Association
Gary Collings	Indiana Council of Administrators of Special Education
Gerald Mohr	Indiana Association of School Principals
Jill Shedd	Indiana Association of Colleges of Teacher Education
John Ellis	Indiana Association of Public School Superintendents
Judy Maurer	Indiana Association of Colleges of Teacher Education
Kathy Moran	Indiana Association of Colleges of Teacher Education
Lori Boyland	Ball State University
Margaret Labelle	Indiana Council of Administrators of Special Education
Marilyn Quick	Ball State University
Mark Urtel	Indiana Association for Health, Physical Education, Recreation and Dance
Nate Schnellenberger	Indiana State Teachers Association
Sally Sloan	Indiana Federation of Teachers
Stan Wigle	Indiana Association of Colleges of Teacher Education
Vendetta Gutshall	Indiana Council of Administrators of Special Education

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