

First Regular Session of the 123rd General Assembly (2023)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2022 Regular Session of the General Assembly.

HOUSE ENROLLED ACT No. 1558

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 20-18-2-17.5 IS ADDED TO THE INDIANA CODE AS A **NEW SECTION** TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 17.5. "Science of reading" means a vast, interdisciplinary body of scientifically based research that:**

(1) requires the explicit, systematic inclusion of the following five (5) essential components:

- (A) Phonemic awareness.**
- (B) Phonics.**
- (C) Fluency.**
- (D) Vocabulary.**
- (E) Comprehension;**

(2) is supported by evidence that informs:

- (A) how proficient reading and writing develop;**
- (B) why some students have difficulty with reading and writing; and**
- (C) how to effectively assess and teach reading and writing to improve outcomes for all students; and**

(3) has a demonstrated record of success, and when implemented, leads to increased student competency in the areas of:

- (A) phonemic awareness;**
- (B) phonics;**

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- (C) reading fluency;
- (D) vocabulary development;
- (E) oral language skills;
- (F) reading comprehension; and
- (G) writing and spelling.

SECTION 2. IC 20-19-2-23 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 23. (a) Not later than October 1, 2023, the state board, in collaboration with the department, shall prepare a report that includes, as applicable, any recommendations regarding the alignment of science of reading concepts in IREAD.**

(b) Not later than December 1, 2023, the state board shall submit the report prepared under subsection (a) to the legislative council in an electronic format under IC 5-14-6.

(c) This section expires July 1, 2024.

SECTION 3. IC 20-26-5-44.2 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: **Sec. 44.2. Not later than July 15, 2023, and not later than July 15 of each year thereafter, each school corporation and charter school shall report on the school corporation's or charter school's website the following:**

- (1) The name and publisher of the school corporation's or charter school's adopted reading and writing curricula, listed by grade level.**
- (2) Information regarding remedial programs provided by the school corporation or charter school, including the grade levels for which the remedial programs are provided.**
- (3) Contact information of a designated administrative contact who can provide information regarding the information described in subdivisions (1) and (2).**

SECTION 4. IC 20-26-12-24, AS AMENDED BY P.L.216-2021, SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 24. (a) Except as provided in section 24.5 of this chapter, the superintendent, after approval from the governing body, shall establish procedures for adoption of curricular materials.**

(b) Except as provided in section 24.5 of this chapter, the governing body, after reviewing any recommendations from the superintendent, shall adopt curricular materials for use in teaching each subject in the school corporation.

(c) A special committee of teachers and parents may also be appointed to review books, magazines, and audiovisual material used or proposed for use in the classroom to supplement state adopted



curricular materials and may make recommendations to the superintendent and the governing body concerning the use of these materials.

(d) The governing body may, if the governing body considers it appropriate, retain curricular materials adopted under this section and authorize the purchase of supplemental materials to ensure continued alignment with academic standards adopted by the state board.

(e) The superintendent, advisory committee, and governing body may consider using the list of curricular materials provided by the department under IC 20-20-5.5.

(f) A governing body may not purchase curricular materials from a publisher unless the publisher agrees, in accordance with Sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Improvement Act 2004 (20 U.S.C. 1400 et seq.), to provide or grant a license to the school corporation to allow for the reproduction of adopted curricular materials in:

- (1) large type;
- (2) Braille; and
- (3) audio format.

SECTION 5. IC 20-26-12-24.5 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 24.5. (a) This section applies to a public school, including a charter school.**

(b) As used in this section, "three-cueing model" refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

(c) Beginning with the 2024-2025 school year, a superintendent, advisory committee, or governing body or the equivalent for a charter school, in adopting curriculum or supplemental materials for reading under section 24 of this chapter:

- (1) shall adopt curriculum or supplemental materials for reading that are aligned:**
 - (A) with the science of reading; and**
 - (B) to the student's reading proficiency; and**
- (2) may not adopt curriculum or supplemental materials for reading that are based on the three-cueing model.**

SECTION 6. IC 20-28-3-1, AS AMENDED BY P.L.41-2022, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 1. (a) As used in this section, "teacher candidate" means an individual recommended for an initial teaching license from a teacher preparation program located in Indiana.**



(b) As used in this section, "teacher preparation program" includes, but is not limited to, the following:

- (1) A teacher education school or department.
- (2) A transition to teaching program under IC 20-28-4.
- (3) Any other entity approved by the department to offer a course of study leading to an initial teaching license.

(c) The department shall:

- (1) arrange a statewide system of professional instruction for teacher education;
- (2) accredit and review teacher preparation programs that comply with the rules of the department;
- (3) approve content area licensure programs for particular kinds of teachers in accredited teacher preparation programs; and
- (4) specify the types of licenses for individuals who complete programs of approved courses.

(d) The department shall work with teacher preparation programs to develop a system of teacher education that ensures individuals who complete teacher preparation programs are able to meet the highest professional standards.

(e) Before July 1, 2015, the department shall establish standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs. The state board shall adopt rules containing the standards not later than two hundred seventy (270) days after the department finishes the standards.

(f) The standards established under subsection (e) must include benchmarks for performance, including test score data for each teacher preparation entity on content area licensure tests and test score data for each teacher preparation entity on pedagogy licensure tests.

(g) Each teacher preparation program shall annually report the program's performance on the standards and benchmarks established under this section to the department. The department shall make the information reported under this subsection available to the public on the department's ~~Internet web site.~~ **website**. Each teacher preparation program shall make the information reported under this subsection available to the public on the teacher preparation program's ~~Internet web site.~~ **website**. In addition to reporting performance, each teacher preparation program must report to the department the following:

- (1) The attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years. The teacher preparation program must also provide underlying data, as determined by the department, used as part of calculating the teacher preparation program's retention rates.



(2) The number of teacher candidates in each content area who complete the teacher preparation program during the year, disaggregated by ranges of cumulative grade point averages.

(3) The number of teacher candidates in each content area who, during the year:

(A) do not pass a content area licensure examination; and

(B) do not retake the content area licensure examination.

(h) In making information available to the public on the department's ~~Internet web site~~, **website**, the department shall include in the report under subsection (g), in addition to the matrix ratings described in subsection (i), the following information:

(1) Average scaled or standard scores of teacher candidates who complete teacher preparation programs on basic skills, content area, and pedagogy licensure examinations.

(2) The average number of times teacher candidates who complete a teacher preparation program take each licensing test before receiving a passing score and the percentage of teacher candidates who receive a passing score on each licensing test on the teacher candidates' first attempts.

(i) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a matrix rating system for teacher preparation programs based on the performance of the programs as demonstrated by the data collected under subsections (g) and (h) and information reported to the department under IC 20-28-11.5-9. The matrix rating system may not rank or compare teacher preparation programs. The matrix rating system must be based on data collected for teachers who initially receive their teaching license during the previous three (3) years. The department shall make the matrix ratings available to the public on the department's ~~Internet web site~~: **website**.

(j) Each teacher preparation program shall report to the department, in a manner prescribed by the department, the teacher preparation program's admission practices, in accordance with:

(1) the Council for the Accreditation of Educator Preparation standards, for teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation;

(2) rigorous academic entry requirements for admission into a teacher preparatory program that are equivalent to the minimum academic requirements determined by the Council for the Accreditation of Educator Preparation, for teacher preparation programs that are not accredited by the Council for the



Accreditation of Educator Preparation; or

(3) the Association for Advancing Quality in Educator Preparation standards, for teacher preparation programs accredited by the Association for Advancing Quality in Educator Preparation.

The department shall include information reported to the department on the department's ~~Internet web site~~: **website**.

(k) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a minimum rating under the matrix rating system established under subsection (i) that teacher preparation programs must achieve to avoid referral under subsection (l).

(l) ~~Beginning July 1, 2017, and~~ Not later than ~~each~~ July 1 ~~thereafter,~~ **of each year**, the department shall submit a list of teacher preparation programs that do not meet the minimum rating established under subsection (k) **or the requirements of section 3.1 of this chapter** to the commission for higher education and the Independent Colleges of Indiana, Inc. for one (1) of the following actions:

(1) In the case of a state educational institution, the commission for higher education shall place the teacher preparation program on an improvement plan with clear performance goals and a designated period in which the performance goals must be achieved.

(2) In the case of a proprietary postsecondary educational institution, the commission for higher education shall recommend to the teacher preparation program an improvement plan with clear performance goals and a designated period in which the performance goals should be achieved.

(3) In the case of a nonprofit college or university, the Independent Colleges of Indiana, Inc., shall coordinate a peer review process to make recommendations to the peer institution in achieving the department's performance metrics.

(m) The department shall approve at least two (2) accreditors that:

(1) accredit teacher preparation programs; and

(2) are recognized by the Council for Higher Education Accreditation;

to accredit teacher preparation programs for use in Indiana.

SECTION 7. IC 20-28-3-3.1 IS ADDED TO THE INDIANA CODE AS A **NEW SECTION** TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 3.1. (a) As used in this section, "teacher candidate" means an individual recommended for an initial teaching license**



from a teacher preparation program located in Indiana.

(b) As used in this section, "teacher preparation program" includes the following:

- (1) A teacher education school or department.
- (2) A transition to teaching program under IC 20-28-4.
- (3) Any other entity approved by the department to offer a course of study leading to an initial teaching license.

(c) The department shall develop guidelines requiring accredited teacher preparation programs to use curriculum or content that instructs teacher candidates on the science of reading.

(d) Beginning July 1, 2024, the department shall conduct a review of accredited teacher preparation programs for alignment with the requirements of subsection (c).

(e) Upon review by the department under subsection (d), an accredited teacher preparation program that is not in alignment with the requirements of subsection (c) shall be submitted for a referral under section 1(l) of this chapter.

(f) If an accredited teacher preparation program:

- (1) has been submitted for a referral under subsection (e); and
- (2) fails to meet the criteria of the improvement plan developed under section 1(l) of this chapter;

the department shall revoke the teacher preparation program's right to use the word "accredited".

SECTION 8. IC 20-28-3-10 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 10.** Not later than July 1, 2024, a teacher preparation program (as described in IC 20-28-3-1), including an alternative teacher certification program (as described in IC 20-28-5-12.5), that offers a course of study for teacher candidates or program participants who seek to obtain an elementary generalist license that is valid for teaching in kindergarten through grade 5, an early childhood license that is valid for teaching prekindergarten through grade 3, or a license to teach special education shall include content within the curriculum that:

- (1) is aligned to the science of reading; and
- (2) prepares teacher candidates or program participants to obtain the literacy endorsement required under IC 20-28-5-19.7.

SECTION 9. IC 20-28-4-4, AS AMENDED BY P.L.192-2014, SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 4.** An entity approved by the department may establish a course of study that meets the requirements of this section.



A program approved under this section must comply with the following requirements:

(1) Include the following study requirements:

(A) For a program participant who seeks to obtain a license to teach in grades 5 through 12, up to eighteen (18) credit hours of study or the equivalent that:

(i) prepares a program participant to meet Indiana standards for teaching in the subject areas corresponding to the area in which the program participant has met the education requirements under section 5 of this chapter, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching; ~~and~~

(ii) **beginning July 1, 2024,** provides the program participants with instruction ~~in scientifically based reading instruction;~~ **that is aligned to the science of reading; and**

(iii) **beginning July 1, 2024, prepares a program participant who seeks to obtain an elementary generalist license that is valid for teaching in kindergarten through grade 5, an early childhood license that is valid for teaching prekindergarten through grade 3, or a license to teach special education to obtain the literacy endorsement required under IC 20-28-5-19.7.**

(B) For a program participant who seeks to obtain a license to teach in kindergarten through grade 6, twenty-four (24) credit hours of study or the equivalent, which must include at least six (6) credit hours in teaching scientifically based reading instruction that:

(i) **beginning July 1, 2024, is aligned to the science of reading;**

(ii) prepares a program participant to meet Indiana standards for teaching, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching; ~~and~~

(iii) **beginning July 1, 2024, prepares a program participant to obtain the literacy endorsement required under IC 20-28-5-19.7.**

(C) For a program participant who seeks a license to teach in prekindergarten through grade 3, twenty-four (24) credit hours of study (or the equivalent) that must:

(i) **beginning July 1, 2024,** include at least six (6) credit hours in teaching scientifically based reading instruction



aligned to the science of reading; and that prepares
(ii) prepare a program participant to meet Indiana standards for teaching, unless the program participant demonstrates that the program participant requires fewer credit hours of study to meet Indiana standards for teaching; **and**
(iii) beginning July 1, 2024, prepare a program participant to obtain the literacy endorsement required under IC 20-28-5-19.7.

- (2) Focus on student mastery of standards established by the state.
- (3) Include suitable field or classroom experiences if the program participant does not have teaching experience.

SECTION 10. IC 20-28-5-12, AS AMENDED BY P.L.96-2021, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 12. (a) Subsection (b) does not apply to an individual who:

- (1) held an Indiana limited, reciprocal, or standard teaching license on June 30, 1985; or
- (2) is granted a license under section 12.5 or 18 of this chapter.

(b) Except as provided in section 12.5 of this chapter, the department may not grant an initial practitioner license to an individual unless the individual has demonstrated proficiency in the following areas on a written examination or through other procedures prescribed by the department:

- (1) Pedagogy.
- (2) Knowledge of the areas in which the individual is required to have a license to teach.
- (3) If the individual is seeking to be licensed as an elementary school teacher, comprehensive scientifically based reading instruction skills ~~including~~:
 - ~~(A) phonemic awareness;~~
 - ~~(B) phonics instruction;~~
 - ~~(C) fluency;~~
 - ~~(D) vocabulary; and~~
 - ~~(E) comprehension.~~

aligned to the science of reading.

(c) An individual's license examination score may not be disclosed by the department without the individual's consent unless specifically required by state or federal statute or court order.

(d) Subject to section 22 of this chapter, the state board shall adopt rules under IC 4-22-2 to do the following:

- (1) Adopt, validate, and implement the examination or other procedures required by subsection (b).

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(2) Establish examination scores indicating proficiency.

(3) Otherwise carry out the purposes of this section.

(e) Subject to section 18 of this chapter, the state board shall adopt rules under IC 4-22-2 establishing the conditions under which the requirements of this section may be waived for an individual holding a valid teacher's license issued by another state.

SECTION 11. IC 20-28-5-12.5, AS AMENDED BY P.L.134-2022, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 12.5. (a) The department shall grant an initial practitioner license to an individual who:

(1) possesses a bachelor's degree from an accredited postsecondary four (4) year institution;

(2) successfully completes an alternative teacher certification program that includes:

(A) the required content training in the area in which the individual seeks to be licensed;

(B) pedagogy training and an examination that is in substantive alignment with nationally recognized pedagogical standards and teaches effective:

(i) instructional delivery;

(ii) classroom management and organization;

(iii) assessment;

(iv) instructional design; and

(v) professional learning and leadership;

(C) successful demonstration of content area proficiency in an examination that includes content area material in substantive alignment with nationally recognized content area standards in the areas that the individual is required to have a license to teach;

(D) verification from a third party that regularly reviews educational and professional examinations that the alternative certification examination is equal to or greater in rigor than the written examination under section 12 of this chapter; ~~and~~

(E) content within the curriculum that prepares teacher candidates to use evidence based trauma informed classroom instruction, including instruction in evidence based social emotional learning classroom practices that are conducive to supporting students who have experienced trauma that may interfere with a student's academic functioning; **and**

(F) content within the curriculum that:

(i) beginning July 1, 2024, is aligned to the science of reading; and



(ii) beginning July 1, 2024, prepares teacher candidates or program participants who seek to obtain an elementary generalist license that is valid for teaching in kindergarten through grade 5 or an early childhood license that is valid for teaching prekindergarten through grade 3 to obtain the literacy endorsement required under section 19.7 of this chapter;

- (3) successfully completes a Praxis Subject Assessment;
- (4) holds a valid cardiopulmonary resuscitation certification from a provider approved by the department; and
- (5) has attended youth suicide awareness and prevention training.

(b) The individual must complete a one (1) year practical experience program during the individual's first year in the classroom when the individual is employed as a full-time teacher. The provider must:

- (1) provide the practical experience program at no cost to the state or to the school corporation, charter school, or state accredited nonpublic school; and
- (2) as part of the practical instruction program, provide instruction in:
 - (A) instructional design and planning;
 - (B) effective instructional delivery;
 - (C) classroom management and organization;
 - (D) effective use of assessment data;
 - (E) content in federal and Indiana special education laws; and
 - (F) required awareness, preparation, and understanding of:
 - (i) individualized education programs;
 - (ii) service plans developed under 511 IAC 7-34;
 - (iii) choice special education plans developed under 511 IAC 7-49; and
 - (iv) plans developed under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794.

(c) An in-state alternative teacher certification program under subsection (a)(2) must operate in accordance with the procedures and program approval standards and requirements set by the department and the state board for teacher education programs for the licensure of teachers.

(d) An out-of-state alternative teacher certification program under subsection (a)(2) must:

- (1) currently operate in at least five (5) states; and
- (2) have operated an alternative teacher certification program for at least ten (10) years.

(e) An individual who receives an alternative teacher certification



under subsection (a)(2) is authorized to teach the subject and educational level that the individual has successfully completed.

(f) An individual who receives an initial practitioner license under this section shall be treated in the same manner as an individual who receives an initial practitioner license after completing a traditional teacher preparation program.

(g) An individual who graduates from an alternative teacher certification program must be treated in the same manner as a traditional teacher preparation program graduate during the transition from an initial practitioner license to a practitioner license.

(h) An individual who receives an initial practitioner license under this section may not teach a special education course for a special education student for the period the individual maintains a license under this section unless the individual is at least twenty-six (26) years of age and employed in a school setting or with another community organization, including a for-profit or nonprofit organization, to provide care or instruction for a student with a physical, intellectual, or developmental disability. However, an individual who receives an initial practitioner license under this section may not be a teacher of record for a special education student for the period the individual maintains the initial practitioner license.

(i) A school corporation, charter school, or state accredited nonpublic school shall submit a plan to the department if the school corporation, charter school, or state accredited nonpublic school hires one (1) or more individuals who have received an initial practitioner license under this section. The plan must be submitted in a manner prescribed by the department and must include a description of how the school corporation, charter school, or state accredited nonpublic school will, excluding the practical experience program described in subsection (b), provide an individual who receives an initial practitioner license under this section opportunities to obtain exposure to classroom management and instructional techniques, including meaningful exposure to special education. The plan is a public record.

(j) Not later than July 1, 2024, the department shall prepare a report that shall be submitted to the general assembly in an electronic format under IC 5-14-6. The report must contain the following information:

- (1) Data showing how many teachers obtained an initial practitioner license under this section.
- (2) A description of the number of teachers who received an initial practitioner license under this section who are currently employed as a teacher by each:
 - (A) school corporation;



- (B) charter school; or
- (C) state accredited nonpublic school.

The description must include a breakdown of the subjects taught by teachers who receive an initial practitioner license under this section.

(3) A comparison of the Praxis Subject Assessment pass rates for individuals who receive an initial practitioner license under this section in comparison with the Praxis Subject Assessment pass rates for teachers who obtained an initial practitioner license using a different pathway to licensure.

(4) A description of how many teachers who received an initial practitioner license under this section are rated as effective or highly effective.

SECTION 12. IC 20-28-5-19.5, AS ADDED BY P.L.148-2018, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 19.5. (a) Not later than ~~July 1, 2019~~; **July 1, 2024**, the state board shall adopt rules under IC 4-22-2 to establish **early childhood and elementary school teacher content area licenses and required endorsements** that must, at a minimum, include the following:

- (1) An elementary mathematics specialist license.
- (2) One (1) or more of the following:
 - (A) An elementary mathematics teacher license.
 - (B) An elementary mathematics and science teacher license.
 - (3) The required literacy endorsement established by the department under section 19.7 of this chapter.**

(b) To be eligible to receive an elementary mathematics specialist license under subsection (a)(1), an individual must meet the following:

- (1) Hold one (1) or more of the following:
 - (A) A valid early childhood education license.
 - (B) An elementary generalist license.
 - (C) A middle school mathematics license.
 - (D) A secondary mathematics license.
- (2) Have three (3) years of successful teaching experience that includes the teaching of mathematics.
- (3) Have completed graduate course work in the following areas:
 - (A) Specialized content knowledge for teaching mathematics focused on the following:
 - (i) Number concepts and operations.
 - (ii) Proportional reasoning.
 - (iii) Algebra and functions.
 - (iv) Geometry and measurement.



- (v) Data analysis and probability.
- (B) Mathematics pedagogical content knowledge focused on the following:
 - (i) Teaching.
 - (ii) Learners and learning.
 - (iii) Curriculum and assessment.
- (C) Leadership knowledge and skills.
- (4) Have completed a supervised practicum that includes working with a range of elementary student learners and elementary school teachers, both novice and experienced, in a variety of professional development settings.
- (c) If the state board establishes an elementary mathematics teacher license under subsection (a)(2)(A), an individual must complete the following to be eligible to receive the license:
 - (1) Course work in the area of specialized content knowledge for teaching mathematics, focused on the following:
 - (A) Number concepts and operations.
 - (B) Proportional reasoning.
 - (C) Algebra and functions.
 - (D) Geometry and measurement.
 - (E) Data analysis and probability.
 - (2) Course work in the area of pedagogical content knowledge in at least one (1) science, technology, engineering, or mathematics field, focused on the following:
 - (A) Teaching.
 - (B) Learners and learning.
 - (C) Curriculum and assessment.
 - (3) A supervised practicum that includes working with a range of elementary student learners and elementary school teachers, both novice and experienced, in a variety of professional development settings.
- (d) If the state board establishes an elementary mathematics and science teacher license under subsection (a)(2)(B), an individual must complete the following to be eligible to receive the license:
 - (1) Course work in the area of specialized content knowledge for teaching mathematics, focused on the following:
 - (A) Number concepts and operations.
 - (B) Proportional reasoning.
 - (C) Algebra and functions.
 - (D) Geometry and measurement.
 - (E) Data analysis and probability.
 - (2) Course work in the area of specialized content knowledge for



teaching at least one (1) of the following:

- (A) Biology.
- (B) Chemistry.
- (C) Earth and atmospheric sciences.
- (D) Physics.

(3) Course work in the area of pedagogical content knowledge in at least one (1) science, technology, engineering, or mathematics field, focused on the following:

- (A) Teaching.
- (B) Learners and learning.
- (C) Curriculum and assessment.

(4) A supervised practicum that includes working with a range of elementary student learners and elementary school teachers, both novice and experienced, in a variety of professional development settings.

(e) To be eligible to receive the required literacy endorsement under subsection (a)(3), an individual must satisfy the requirements set forth in section 19.7 of this chapter.

(f) The department shall develop an incentive program to:

- (1) assist teachers who pursue a content area license under this section; and
- (2) reward teachers who earn a content area license **or a required literacy endorsement** under this section.

The department shall make recommendations to the general assembly in an electronic format under IC 5-14-6 regarding ways to accomplish the goals described in this subsection.

SECTION 13. IC 20-28-5-19.7 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: **Sec. 19.7. (a) Not later than July 1, 2024, the state board shall establish and require a literacy endorsement for individuals first licensed after June 30, 2025, to teach a content area involving literacy instruction, including special education, in prekindergarten through grade 5.**

(b) Beginning July 1, 2025, the department may not renew a practitioner license or an accomplished practitioner license, or a comparable license under prior rules, issued to an individual who:

- (1) is first licensed after June 30, 2025; and**
- (2) based on the content area for which the individual is licensed, including special education, provides literacy instruction to students in prekindergarten through grade 5;**

unless the individual receives a literacy endorsement under this section.



(c) To be eligible to receive a literacy endorsement, an individual must meet the following:

(1) Complete eighty (80) hours of evidence based professional development that is:

- (A) aligned to the science of reading;**
- (B) provided by an organization accredited by the International Dyslexia Association; and**
- (C) approved by the department.**

(2) Demonstrate proficiency in scientifically based reading instruction skills aligned to the science of reading on a written examination or through other procedures prescribed by the department in accordance with this section.

(d) Of the eighty (80) hours of evidence based professional development required under subsection (c)(1), at least forty (40) hours must be completed through live sessions, which may be attended in person or virtually, taught by a certified facilitator. The evidence based professional development required under subsection (c)(1) must:

- (1) promote explicit, systematic, and cumulative instruction as the primary approach to literacy instruction;**
- (2) promote an understanding of how language, reading, and writing relate to each other;**
- (3) promote strategies for differentiated instruction for:**
 - (A) students with:**
 - (i) reading difficulties; or**
 - (ii) disabilities; and**
 - (B) English language learners;**
- (4) focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension; and**
- (5) allow participants to implement the strategies into a classroom environment with the opportunity for feedback throughout the professional development experience.**

(e) The written examination required under subsection (c)(2) shall ensure the individual demonstrates the ability to:

- (1) effectively teach foundational reading skills, phonemic awareness, phonics, fluency, vocabulary, and comprehension;**
- (2) implement reading instruction using high quality instructional materials aligned to the science of reading; and**
- (3) provide effective instruction and interventions for students with reading deficiencies.**

(f) The department shall approve and provide the evidence based professional development necessary for an individual to



receive a literacy endorsement under this section.

(g) The department shall establish the procedure for an existing teacher to add the literacy endorsement established under this section to the teacher's license.

(h) The state board shall adopt rules under IC 4-22-2 to do the following:

(1) Adopt, validate, and implement the examination or other procedures required by subsection (c)(2).

(2) Establish examination scores indicating proficiency.

(3) Otherwise carry out the purposes of this section.

SECTION 14. IC 20-28-9-1.5, AS AMENDED BY P.L.178-2022(ts), SECTION 13, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 1.5. (a) This subsection governs salary increases for a teacher employed by a school corporation. Compensation attributable to additional degrees or graduate credits earned before the effective date of a local compensation plan created under this chapter before July 1, 2015, shall continue for school years beginning after June 30, 2015. Compensation attributable to additional degrees for which a teacher has started course work before July 1, 2011, and completed course work before September 2, 2014, shall also continue for school years beginning after June 30, 2015. For school years beginning after June 30, 2022, a school corporation may provide a supplemental payment to a teacher in excess of the salary specified in the school corporation's compensation plan. A supplement provided under this subsection is not subject to collective bargaining. ~~but a discussion of the supplement must be held.~~ Such a supplement is in addition to any increase permitted under subsection (b).

(b) **Subject to subsection (e)**, increases or increments in a local salary range must be based upon a combination of the following factors:

(1) A combination of the following factors taken together may account for not more than fifty percent (50%) of the calculation used to determine a teacher's increase or increment:

(A) The number of years of a teacher's experience.

(B) The possession of either:

(i) additional content area degrees beyond the requirements for employment; or

(ii) additional content area degrees and credit hours beyond the requirements for employment, if required under an agreement bargained under IC 20-29.

(2) The results of an evaluation conducted under IC 20-28-11.5.



(3) The assignment of instructional leadership roles, including the responsibility for conducting evaluations under IC 20-28-11.5.

(4) The academic needs of students in the school corporation.

(c) To provide greater flexibility and options, a school corporation may differentiate the amount of salary increases or increments determined for teachers. A school corporation shall base a differentiated amount under this subsection on reasons the school corporation determines are appropriate, which may include the:

(1) subject or subjects taught by a given teacher;

(2) importance of retaining a given teacher at the school corporation;

(3) need to attract an individual with specific qualifications to fill a teaching vacancy; and

(4) offering of a new program or class.

(d) A school corporation may provide differentiated increases or increments under subsection (b), and in excess of the percentage specified in subsection (b)(1), in order to:

(1) reduce the gap between the school corporation's minimum teacher salary and the average of the school corporation's minimum and maximum teacher salaries; or

(2) allow teachers currently employed by the school corporation to receive a salary adjusted in comparison to starting base salaries of new teachers.

(e) A school corporation shall differentiate the amount of salary increases or increments for teachers who possess a required literacy endorsement under IC 20-28-5-19.7.

~~(e)~~ **(f)** Except as provided in subsection ~~(f)~~ **(g)**, a teacher rated ineffective or improvement necessary under IC 20-28-11.5 may not receive any raise or increment for the following year if the teacher's employment contract is continued. The amount that would otherwise have been allocated for the salary increase of teachers rated ineffective or improvement necessary shall be allocated for compensation of all teachers rated effective and highly effective based on the criteria in subsection (b).

~~(f)~~ **(g)** Subsection ~~(e)~~ **(f)** does not apply to a teacher in the first two (2) full school years that the teacher provides instruction to students in elementary school or high school. If a teacher provides instruction to students in elementary school or high school in another state, any full school year, or its equivalent in the other state, that the teacher provides instruction counts toward the two (2) full school years under this subsection.

~~(g)~~ **(h)** A teacher who does not receive a raise or increment under



subsection ~~(e)~~ **(f)** may file a request with the superintendent or superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

~~(h)~~ **(i)** The Indiana education employment relations board established in IC 20-29-3-1 shall publish a model compensation plan with a model salary range that a school corporation may adopt.

~~(i)~~ **(j)** Each school corporation shall submit its local compensation plan to the Indiana education employment relations board. For a school year beginning after June 30, 2015, a local compensation plan must specify the range for teacher salaries. The Indiana education employment relations board shall publish the local compensation plans on the Indiana education employment relations board's Internet web site.

~~(j)~~ **(k)** The Indiana education employment relations board shall review a compensation plan for compliance with this section as part of its review under IC 20-29-6-6.1. The Indiana education employment relations board has jurisdiction to determine compliance of a compensation plan submitted under this section.

~~(k)~~ **(l)** This chapter may not be construed to require or allow a school corporation to decrease the salary of any teacher below the salary the teacher was earning on or before July 1, 2015, if that decrease would be made solely to conform to the new compensation plan.

~~(l)~~ **(m)** After June 30, 2011, all rights, duties, or obligations established under IC 20-28-9-1 before its repeal are considered rights, duties, or obligations under this section.

~~(m)~~ **(n)** An employment agreement described in IC 20-28-6-7.3 between an adjunct teacher and a school corporation is not subject to this section.

SECTION 15. IC 20-31-3-1, AS AMENDED BY P.L.168-2022, SECTION 18, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 1. (a) **Subject to section 2.5 of this chapter**, the state board shall adopt clear, concise, and jargon free state academic standards that are comparable to national and international academic standards and the college and career readiness educational standards adopted under IC 20-19-2-14.5. These academic standards must be adopted for each grade level from kindergarten through grade 12 for the following subjects:

- (1) English/language arts.
- (2) Mathematics.

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(3) Social studies.

(4) Science.

(b) For grade levels tested under the statewide assessment program, the academic standards must be based in part on the results of the statewide assessment program.

(c) The state board shall, in consultation with postsecondary educational institutions and various businesses and industries, identify what skills or traits students need to be successful upon completion of high school. The department must conduct a research study to define essential postsecondary skills to promote enlistment, enrollment, and employment. The study must inform a reduction in high school standards to align to essential skills needed for postsecondary success. The study must be submitted to the state board and to the general assembly in an electronic format under IC 5-14-6 on or before December 1, 2022. Not later than June 1, 2023, the department must provide recommended reductions to the Indiana academic standards with a goal of defining no more than thirty-three percent (33%) of the number of academic standards in effect on July 1, 2022, as essential for grades 9 through 12 to the state board. Additional standards may be included for vertical articulation to ensure academic and postsecondary success, not to exceed seventy-five percent (75%) of the academic standards in effect on July 1, 2022. Not later than June 1, 2024, the department must provide recommended reductions to the Indiana academic standards with a goal of defining no more than thirty-three percent (33%) of the number of academic standards in effect on July 1, 2022, as essential for kindergarten through grade 8 to the state board. Additional standards may be included for vertical articulation to ensure academic and postsecondary success, not to exceed seventy-five percent (75%) of the academic standards in effect on July 1, 2022. A realignment of the ILEARN assessment reflecting the reduction must be completed not later than March 1, 2025.

(d) Upon receipt and review of the information received under subsection (c), the state board shall adopt Indiana academic standards for grades 9 through 12 and subsequently for kindergarten through grade 8 relating to academic standards needed to meet the skills or traits identified by the study. The academic standards developed under this subsection must be included within the reduced number of academic standards required by subsection (c). The department shall submit the academic standards to the state board for approval in a manner prescribed by the state board and the state board shall approve academic standards in accordance with the requirements described in this subsection not later than June 1, 2024.

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(e) Beginning with the 2024-2025 school year, the state board, in developing academic standards for reading, shall implement academic standards that are:

- (1) aligned with the science of reading; and**
- (2) developmentally appropriate based on student need.**

SECTION 16. IC 20-31-3-2, AS ADDED BY P.L.1-2005, SECTION 15, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 2. **(a) Subject to section 2.5 of this chapter**, the department shall develop academic standards for the following subject areas for each grade level from kindergarten through grade 12:

- (1) English/language arts.
- (2) Mathematics.
- (3) Social studies.
- (4) Science.
- (5) Other subject areas as determined by the department.

(b) The department must publish an advisory list of science of reading curricula on the department's website.

SECTION 17. IC 20-31-3-2.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 2.5. **(a) As used in this section, "three-cueing model" refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.**

(b) Beginning with the 2023-2024 school year, the state board and the department, in developing academic standards for reading under section 1 or 2 of this chapter:

- (1) shall implement academic standards for reading that are:**
 - (A) aligned with the science of reading; and**
 - (B) developmentally appropriate based on student need;****and**
- (2) may not implement an academic standard for reading based on the three-cueing model.**

SECTION 18. An emergency is declared for this act.



Speaker of the House of Representatives

President of the Senate

President Pro Tempore

Governor of the State of Indiana

Date: _____ Time: _____

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