



April 7, 2023

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# ENGROSSED HOUSE BILL No. 1558

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DIGEST OF HB 1558 (Updated April 5, 2023 10:37 pm - DI 110)

**Citations Affected:** IC 20-18; IC 20-19; IC 20-20; IC 20-26; IC 20-28; IC 20-31.

**Synopsis:** Science of reading. Defines "science of reading". Requires the state board of education (state board) in collaboration with the department of education (department) to prepare and submit a report regarding the alignment of science of reading concepts in IREAD. Establishes the science of reading grant fund to award grants to school corporations and charter schools for certain purposes. Requires a school corporation and charter school to report certain information regarding reading and writing curricula, remedial programs, and administrative contact information on the school corporation's or charter school's website. Provides that, beginning with the 2024-2025 school year, a superintendent, advisory committee, or governing body or the equivalent for a charter school: (1) shall adopt curriculum or supplemental materials for reading that are aligned with the science of  
(Continued next page)

**Effective:** Upon passage; July 1, 2023.

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## Teshka, Behning, McGuire, Davis

(SENATE SPONSORS — FREEMAN, ROGERS, RAATZ, HUNLEY)

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January 19, 2023, read first time and referred to Committee on Education.  
January 26, 2023, amended, reported — Do Pass. Referred to Committee on Ways and Means pursuant to Rule 127.  
February 16, 2023, amended, reported — Do Pass.  
February 20, 2023, read second time, ordered engrossed.  
February 21, 2023, engrossed. Read third time, passed. Yeas 90, nays 0.

SENATE ACTION

March 1, 2023, read first time and referred to Committee on Education and Career Development.  
April 6, 2023, amended, reported favorably — Do Pass; reassigned to Committee on Appropriations.

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EH 1558—LS 7243/DI 143



## Digest Continued

reading and 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. Requires the department to develop guidelines for science of reading integration into teacher preparation programs. Makes changes to the education law concerning the science of reading and teacher preparation and licensing requirements. Requires a school corporation to differentiate the amount of salary increases or increments for teachers who possess a required literacy endorsement. Removes a requirement that a discussion regarding teacher supplemental payment be held. Requires the state board to establish and require literacy endorsements for certain individuals first licensed after June 30, 2025. Provides that, not later than July 1, 2024, the state board shall adopt rules to establish early childhood content area licenses and required endorsements. Requires the department to publish an advisory list of science of reading curricula on the department's website. Provides that the state board and the department: (1) shall implement academic standards for reading that are aligned with the science of reading and developmentally appropriate based on student need; and (2) may not implement an academic standard for reading based on the three-cueing model.

**EH 1558—LS 7243/DI 143**



April 7, 2023

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.

## ENGROSSED HOUSE BILL No. 1558

A BILL FOR AN ACT to amend the Indiana Code concerning education.

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

1 SECTION 1. IC 20-18-2-17.5 IS ADDED TO THE INDIANA  
2 CODE AS A **NEW** SECTION TO READ AS FOLLOWS  
3 [EFFECTIVE JULY 1, 2023]: **Sec. 17.5. "Science of reading" means**  
4 **a vast, interdisciplinary body of scientifically based research that:**  
5 **(1) requires the explicit, systematic inclusion of the following**  
6 **five (5) essential components:**  
7 **(A) Phonemic awareness.**  
8 **(B) Phonics.**  
9 **(C) Fluency.**  
10 **(D) Vocabulary.**  
11 **(E) Comprehension;**  
12 **(2) is supported by evidence that informs:**  
13 **(A) how proficient reading and writing develop;**  
14 **(B) why some students have difficulty with reading and**  
15 **writing; and**  
16 **(C) how to effectively assess and teach reading and writing**  
17 **to improve outcomes for all students; and**

EH 1558—LS 7243/DI 143



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

- 4 (A) phonemic awareness;  
 5 (B) phonics;  
 6 (C) reading fluency;  
 7 (D) vocabulary development;  
 8 (E) oral language skills;  
 9 (F) reading comprehension; and  
 10 (G) writing and spelling.

11 SECTION 2. IC 20-19-2-23 IS ADDED TO THE INDIANA CODE  
 12 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY  
 13 1, 2023]: **Sec. 23. (a) Not later than October 1, 2023, the state  
 14 board, in collaboration with the department, shall prepare a report  
 15 that includes, as applicable, any recommendations regarding the  
 16 alignment of science of reading concepts in IREAD.**

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

20 **(c) This section expires July 1, 2024.**

21 SECTION 3. IC 20-20-47 IS ADDED TO THE INDIANA CODE  
 22 AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE  
 23 JULY 1, 2023]:

24 **Chapter 47. Science of Reading Grant Fund**

25 **Sec. 1. As used in this chapter, "charter school" has the meaning  
 26 set forth in IC 20-24-1-4.**

27 **Sec. 2. As used in this chapter, "elementary school" means a  
 28 public elementary school, including a charter school.**

29 **Sec. 3. As used in this chapter, "fund" refers to the science of  
 30 reading grant fund established by section 5 of this chapter.**

31 **Sec. 4. As used in this chapter, "grant" refers to a grant from  
 32 the fund.**

33 **Sec. 5. (a) The science of reading grant fund is established.**

34 **(b) Money in the fund shall be used for grants awarded to school  
 35 corporations and charter schools for the following:**

- 36 **(1) Placing literacy instructional coaches in elementary  
 37 schools for the purposes of training and supporting teachers  
 38 and administrators in order to improve instruction related to  
 39 the science of reading.**  
 40 **(2) Training teachers and school principals in instructional  
 41 practices aligned with the science of reading.**  
 42 **(3) Increasing instructional time, including summer literacy**



1 programs or high-dosage tutoring, for students who have been  
 2 identified as struggling readers based on a diagnostic  
 3 screening authorized by the department under IC 20-35.5-2-2.

4 (4) Elementary schools and school corporations purchasing  
 5 curricular materials that:

6 (A) align with science of reading; and

7 (B) receive approval by the department.

8 (c) The department shall administer the fund.

9 (d) The fund consists of:

10 (1) gifts, donations, and bequests to the fund;

11 (2) appropriations from the general assembly; and

12 (3) grants to the fund, including grants from private entities.

13 (e) The expenses of administering the fund shall be paid from  
 14 money in the fund.

15 (f) The treasurer of state shall invest the money in the fund not  
 16 currently needed to meet the obligations of the fund in the same  
 17 manner as other public funds may be invested. Interest that  
 18 accrues from these investments shall be deposited in the fund.

19 (g) Money in the fund at the end of a state fiscal year does not  
 20 revert to the state general fund.

21 Sec. 6. (a) Subject to section 7 of this chapter, the department  
 22 may, after June 30, 2024, award a grant under this chapter to a  
 23 school corporation or charter school that does the following:

24 (1) Applies for a grant on a form provided by the department.

25 (2) Submits a detailed description of a plan that:

26 (A) must include:

27 (i) placing literacy instructional coaches in elementary  
 28 schools for the purposes of training and supporting  
 29 teachers and administrators in order to improve  
 30 instruction related to the science of reading; and

31 (ii) training teachers and school principals in  
 32 instructional practices aligned with the science of  
 33 reading; and

34 (B) may include, if the school corporation or charter school  
 35 is requesting grant funds for the purpose described in  
 36 section 5(b)(3) or 5(b)(4) of this chapter the following, as  
 37 applicable:

38 (i) Increasing instructional time, including summer  
 39 literacy programs or high-dosage tutoring, for students  
 40 who have been identified as struggling readers based on  
 41 a diagnostic screening authorized by the department  
 42 under IC 20-35.5-2-2.



- 1 (ii) Elementary schools and school corporations  
 2 purchasing curricular materials that align with the  
 3 science of reading and receive approval by the  
 4 department.
- 5 (3) Submits the following information:
- 6 (A) Evidence supporting the school corporation's or  
 7 charter school's plan under subdivision (2).
- 8 (B) The number of elementary school teachers and literacy  
 9 instructional coaches employed by the school corporation  
 10 or charter school.
- 11 (C) Any other pertinent information required by the  
 12 department.
- 13 (b) Any instruction under a plan that includes increasing  
 14 instructional time as described in subsection (a)(2)(B)(i) must align  
 15 with the science of reading.
- 16 **Sec. 7. Upon review of applications received under section 6 of**  
 17 **this chapter, the department may award grants to school**  
 18 **corporations subject to available money and in accordance with**  
 19 **the following priorities:**
- 20 (1) To the extent possible, to achieve geographic balance  
 21 throughout Indiana and to include urban, suburban, and  
 22 rural school corporations.
- 23 (2) To address a documented need for literacy instructional  
 24 coaches, additional science of reading training, or compliance  
 25 with IC 20-26-12-24.5.
- 26 (3) To provide targeted support for Indiana students  
 27 experiencing the greatest reading challenges.
- 28 **Sec. 8. The department:**
- 29 (1) may adopt rules under IC 4-22-2 to implement this  
 30 chapter; and
- 31 (2) shall adopt rules under IC 4-22-2 regarding the following:
- 32 (A) Distribution of award amounts under this chapter.
- 33 (B) Prioritizing grants for the purposes described in  
 34 section 5(b)(1) and 5(b)(2) of this chapter.
- 35 **SECTION 4. IC 20-26-5-44.2 IS ADDED TO THE INDIANA**  
 36 **CODE AS A NEW SECTION TO READ AS FOLLOWS**  
 37 **[EFFECTIVE UPON PASSAGE]: Sec. 44.2. Not later than July 15,**  
 38 **2023, and not later than July 15 of each year thereafter, each**  
 39 **school corporation and charter school shall report on the school**  
 40 **corporation's or charter school's website the following:**
- 41 (1) The name and publisher of the school corporation's or  
 42 charter school's adopted reading and writing curricula, listed



1 by grade level.

2 **(2) Information regarding remedial programs provided by the**  
 3 **school corporation or charter school, including the grade**  
 4 **levels for which the remedial programs are provided.**

5 **(3) Contact information of a designated administrative**  
 6 **contact who can provide information regarding the**  
 7 **information described in subdivisions (1) and (2).**

8 SECTION 5. IC 20-26-12-24, AS AMENDED BY P.L.216-2021,  
 9 SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 10 JULY 1, 2023]: Sec. 24. (a) **Except as provided in section 24.5 of this**  
 11 **chapter**, the superintendent, after approval from the governing body,  
 12 shall establish procedures for adoption of curricular materials.

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

17 (c) A special committee of teachers and parents may also be  
 18 appointed to review books, magazines, and audiovisual material used  
 19 or proposed for use in the classroom to supplement state adopted  
 20 curricular materials and may make recommendations to the  
 21 superintendent and the governing body concerning the use of these  
 22 materials.

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

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

30 (f) A governing body may not purchase curricular materials from a  
 31 publisher unless the publisher agrees, in accordance with Sections  
 32 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities  
 33 Education Improvement Act 2004 (20 U.S.C. 1400 et seq.), to provide  
 34 or grant a license to the school corporation to allow for the  
 35 reproduction of adopted curricular materials in:

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

39 SECTION 6. IC 20-26-12-24.5 IS ADDED TO THE INDIANA  
 40 CODE AS A **NEW** SECTION TO READ AS FOLLOWS  
 41 [EFFECTIVE JULY 1, 2023]: **Sec. 24.5. (a) This section applies to a**  
 42 **public school, including a charter school.**



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

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

9           **(1) shall adopt curriculum or supplemental materials for**  
 10 **reading that are aligned:**

11           **(A) with the science of reading; and**

12           **(B) to the student's reading proficiency; and**

13           **(2) may not adopt curriculum or supplemental materials for**  
 14 **reading that are based on the three-cueing model.**

15           SECTION 7. IC 20-28-3-1, AS AMENDED BY P.L.41-2022,  
 16 SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 17 JULY 1, 2023]: Sec. 1. (a) As used in this section, "teacher candidate"  
 18 means an individual recommended for an initial teaching license from  
 19 a teacher preparation program located in Indiana.

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

22           (1) A teacher education school or department.

23           (2) A transition to teaching program under IC 20-28-4.

24           (3) Any other entity approved by the department to offer a course  
 25 of study leading to an initial teaching license.

26           (c) The department shall:

27           (1) arrange a statewide system of professional instruction for  
 28 teacher education;

29           (2) accredit and review teacher preparation programs that comply  
 30 with the rules of the department;

31           (3) approve content area licensure programs for particular kinds  
 32 of teachers in accredited teacher preparation programs; and

33           (4) specify the types of licenses for individuals who complete  
 34 programs of approved courses.

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

39           (e) Before July 1, 2015, the department shall establish standards for  
 40 the continuous improvement of program processes and the performance  
 41 of individuals who complete teacher preparation programs. The state  
 42 board shall adopt rules containing the standards not later than two





1 hundred seventy (270) days after the department finishes the standards.

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

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

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

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

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

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

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

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

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

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

39 (i) Not later than July 30, 2016, the department and the commission  
40 for higher education, in conjunction with the state board, the  
41 Independent Colleges of Indiana, Inc., and teacher preparation  
42 programs, shall establish a matrix rating system for teacher preparation



1 programs based on the performance of the programs as demonstrated  
 2 by the data collected under subsections (g) and (h) and information  
 3 reported to the department under IC 20-28-11.5-9. The matrix rating  
 4 system may not rank or compare teacher preparation programs. The  
 5 matrix rating system must be based on data collected for teachers who  
 6 initially receive their teaching license during the previous three (3)  
 7 years. The department shall make the matrix ratings available to the  
 8 public on the department's ~~Internet web site:~~ **website.**

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

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

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

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

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

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

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

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



1 achieved.

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

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

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

12 (1) accredit teacher preparation programs; and

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

15 to accredit teacher preparation programs for use in Indiana.

16 SECTION 8. IC 20-28-3-3.1 IS ADDED TO THE INDIANA CODE  
17 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY  
18 1, 2023]: **Sec. 3.1. (a) As used in this section, "teacher candidate"**  
19 **means an individual recommended for an initial teaching license**  
20 **from a teacher preparation program located in Indiana.**

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

23 **(1) A teacher education school or department.**

24 **(2) A transition to teaching program under IC 20-28-4.**

25 **(3) Any other entity approved by the department to offer a**  
26 **course of study leading to an initial teaching license.**

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

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

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

37 **(f) If an accredited teacher preparation program:**

38 **(1) has been submitted for a referral under subsection (e); and**

39 **(2) fails to meet the criteria of the improvement plan**  
40 **developed under section 1(l) of this chapter;**

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



1 SECTION 9. IC 20-28-3-10 IS ADDED TO THE INDIANA CODE  
 2 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY  
 3 1, 2023]: **Sec. 10. Not later than July 1, 2024, a teacher preparation**  
 4 **program (as described in IC 20-28-3-1), including an alternative**  
 5 **teacher certification program (as described in IC 20-28-5-12.5),**  
 6 **that offers a course of study for teacher candidates or program**  
 7 **participants who seek to obtain an elementary generalist license**  
 8 **that is valid for teaching in kindergarten through grade 5, an early**  
 9 **childhood license that is valid for teaching prekindergarten**  
 10 **through grade 3, or a license to teach special education shall**  
 11 **include content within the curriculum that:**

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

16 SECTION 10. IC 20-28-4-4, AS AMENDED BY P.L.192-2014,  
 17 SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 18 JULY 1, 2023]: **Sec. 4.** An entity approved by the department may  
 19 establish a course of study that meets the requirements of this section.  
 20 A program approved under this section must comply with the following  
 21 requirements:

- 22 (1) Include the following study requirements:  
 23 (A) For a program participant who seeks to obtain a license to  
 24 teach in grades 5 through 12, up to eighteen (18) credit hours  
 25 of study or the equivalent that:  
 26 (i) prepares a program participant to meet Indiana standards  
 27 for teaching in the subject areas corresponding to the area in  
 28 which the program participant has met the education  
 29 requirements under section 5 of this chapter, unless the  
 30 program participant demonstrates that the program  
 31 participant requires fewer credit hours of study to meet  
 32 Indiana standards for teaching; ~~and~~  
 33 (ii) **beginning July 1, 2024,** provides the program  
 34 participants with instruction ~~in scientifically based reading~~  
 35 ~~instruction;~~ **that is aligned to the science of reading; and**  
 36 (iii) **beginning July 1, 2024,** prepares a program  
 37 participant who seeks to obtain an elementary generalist  
 38 license that is valid for teaching in kindergarten through  
 39 grade 5, an early childhood license that is valid for  
 40 teaching prekindergarten through grade 3, or a license  
 41 to teach special education to obtain the literacy  
 42 endorsement required under IC 20-28-5-19.7.



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(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 11. 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 (1) Pedagogy.
- 2 (2) Knowledge of the areas in which the individual is required to
- 3 have a license to teach.
- 4 (3) If the individual is seeking to be licensed as an elementary
- 5 school teacher, comprehensive scientifically based reading
- 6 instruction skills ~~including:~~
- 7 (A) ~~phonemic awareness;~~
- 8 (B) ~~phonics instruction;~~
- 9 (C) ~~fluency;~~
- 10 (D) ~~vocabulary; and~~
- 11 (E) ~~comprehension.~~
- 12 **aligned to the science of reading.**
- 13 (c) An individual's license examination score may not be disclosed
- 14 by the department without the individual's consent unless specifically
- 15 required by state or federal statute or court order.
- 16 (d) Subject to section 22 of this chapter, the state board shall adopt
- 17 rules under IC 4-22-2 to do the following:
- 18 (1) Adopt, validate, and implement the examination or other
- 19 procedures required by subsection (b).
- 20 (2) Establish examination scores indicating proficiency.
- 21 (3) Otherwise carry out the purposes of this section.
- 22 (e) Subject to section 18 of this chapter, the state board shall adopt
- 23 rules under IC 4-22-2 establishing the conditions under which the
- 24 requirements of this section may be waived for an individual holding
- 25 a valid teacher's license issued by another state.
- 26 SECTION 12. IC 20-28-5-12.5, AS AMENDED BY P.L.134-2022,
- 27 SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
- 28 JULY 1, 2023]: Sec. 12.5. (a) The department shall grant an initial
- 29 practitioner license to an individual who:
- 30 (1) possesses a bachelor's degree from an accredited
- 31 postsecondary four (4) year institution;
- 32 (2) successfully completes an alternative teacher certification
- 33 program that includes:
- 34 (A) the required content training in the area in which the
- 35 individual seeks to be licensed;
- 36 (B) pedagogy training and an examination that is in
- 37 substantive alignment with nationally recognized pedagogical
- 38 standards and teaches effective:
- 39 (i) instructional delivery;
- 40 (ii) classroom management and organization;
- 41 (iii) assessment;
- 42 (iv) instructional design; and



- 1 (v) professional learning and leadership;
- 2 (C) successful demonstration of content area proficiency in an
- 3 examination that includes content area material in substantive
- 4 alignment with nationally recognized content area standards in
- 5 the areas that the individual is required to have a license to
- 6 teach;
- 7 (D) verification from a third party that regularly reviews
- 8 educational and professional examinations that the alternative
- 9 certification examination is equal to or greater in rigor than the
- 10 written examination under section 12 of this chapter; ~~and~~
- 11 (E) content within the curriculum that prepares teacher
- 12 candidates to use evidence based trauma informed classroom
- 13 instruction, including instruction in evidence based social
- 14 emotional learning classroom practices that are conducive to
- 15 supporting students who have experienced trauma that may
- 16 interfere with a student's academic functioning; **and**
- 17 **(F) content within the curriculum that:**
- 18 **(i) beginning July 1, 2024, is aligned to the science of**
- 19 **reading; and**
- 20 **(ii) beginning July 1, 2024, prepares teacher candidates**
- 21 **or program participants who seek to obtain an**
- 22 **elementary generalist license that is valid for teaching in**
- 23 **kindergarten through grade 5 or an early childhood**
- 24 **license that is valid for teaching prekindergarten**
- 25 **through grade 3 to obtain the literacy endorsement**
- 26 **required under section 19.7 of this chapter;**
- 27 (3) successfully completes a Praxis Subject Assessment;
- 28 (4) holds a valid cardiopulmonary resuscitation certification from
- 29 a provider approved by the department; and
- 30 (5) has attended youth suicide awareness and prevention training.
- 31 (b) The individual must complete a one (1) year practical experience
- 32 program during the individual's first year in the classroom when the
- 33 individual is employed as a full-time teacher. The provider must:
- 34 (1) provide the practical experience program at no cost to the state
- 35 or to the school corporation, charter school, or state accredited
- 36 nonpublic school; and
- 37 (2) as part of the practical instruction program, provide
- 38 instruction in:
- 39 (A) instructional design and planning;
- 40 (B) effective instructional delivery;
- 41 (C) classroom management and organization;
- 42 (D) effective use of assessment data;



- 1 (E) content in federal and Indiana special education laws; and  
 2 (F) required awareness, preparation, and understanding of:  
 3 (i) individualized education programs;  
 4 (ii) service plans developed under 511 IAC 7-34;  
 5 (iii) choice special education plans developed under 511  
 6 IAC 7-49; and  
 7 (iv) plans developed under Section 504 of the federal  
 8 Rehabilitation Act of 1973, 29 U.S.C. 794.
- 9 (c) An in-state alternative teacher certification program under  
 10 subsection (a)(2) must operate in accordance with the procedures and  
 11 program approval standards and requirements set by the department  
 12 and the state board for teacher education programs for the licensure of  
 13 teachers.
- 14 (d) An out-of-state alternative teacher certification program under  
 15 subsection (a)(2) must:  
 16 (1) currently operate in at least five (5) states; and  
 17 (2) have operated an alternative teacher certification program for  
 18 at least ten (10) years.
- 19 (e) An individual who receives an alternative teacher certification  
 20 under subsection (a)(2) is authorized to teach the subject and  
 21 educational level that the individual has successfully completed.
- 22 (f) An individual who receives an initial practitioner license under  
 23 this section shall be treated in the same manner as an individual who  
 24 receives an initial practitioner license after completing a traditional  
 25 teacher preparation program.
- 26 (g) An individual who graduates from an alternative teacher  
 27 certification program must be treated in the same manner as a  
 28 traditional teacher preparation program graduate during the transition  
 29 from an initial practitioner license to a practitioner license.
- 30 (h) An individual who receives an initial practitioner license under  
 31 this section may not teach a special education course for a special  
 32 education student for the period the individual maintains a license  
 33 under this section unless the individual is at least twenty-six (26) years  
 34 of age and employed in a school setting or with another community  
 35 organization, including a for-profit or nonprofit organization, to  
 36 provide care or instruction for a student with a physical, intellectual, or  
 37 developmental disability. However, an individual who receives an  
 38 initial practitioner license under this section may not be a teacher of  
 39 record for a special education student for the period the individual  
 40 maintains the initial practitioner license.
- 41 (i) A school corporation, charter school, or state accredited  
 42 nonpublic school shall submit a plan to the department if the school





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

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

14 (1) Data showing how many teachers obtained an initial  
 15 practitioner license under this section.

16 (2) A description of the number of teachers who received an  
 17 initial practitioner license under this section who are currently  
 18 employed as a teacher by each:

19 (A) school corporation;

20 (B) charter school; or

21 (C) state accredited nonpublic school.

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

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

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

33 SECTION 13. IC 20-28-5-19.5, AS ADDED BY P.L.148-2018,  
 34 SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 35 JULY 1, 2023]: Sec. 19.5. (a) Not later than ~~July 1, 2019~~, **July 1, 2024**,  
 36 the state board shall adopt rules under IC 4-22-2 to establish **early**  
 37 **childhood and** elementary school teacher content area licenses **and**  
 38 **required endorsements** that must, at a minimum, include the  
 39 following:

40 (1) An elementary mathematics specialist license.

41 (2) One (1) or more of the following:

42 (A) An elementary mathematics teacher license.



- 1 (B) An elementary mathematics and science teacher license.  
 2 **(3) The required literacy endorsement established by the**  
 3 **department under section 19.7 of this chapter.**  
 4 (b) To be eligible to receive an elementary mathematics specialist  
 5 license under subsection (a)(1), an individual must meet the following:  
 6 (1) Hold one (1) or more of the following:  
 7 (A) A valid early childhood education license.  
 8 (B) An elementary generalist license.  
 9 (C) A middle school mathematics license.  
 10 (D) A secondary mathematics license.  
 11 (2) Have three (3) years of successful teaching experience that  
 12 includes the teaching of mathematics.  
 13 (3) Have completed graduate course work in the following areas:  
 14 (A) Specialized content knowledge for teaching mathematics  
 15 focused on the following:  
 16 (i) Number concepts and operations.  
 17 (ii) Proportional reasoning.  
 18 (iii) Algebra and functions.  
 19 (iv) Geometry and measurement.  
 20 (v) Data analysis and probability.  
 21 (B) Mathematics pedagogical content knowledge focused on  
 22 the following:  
 23 (i) Teaching.  
 24 (ii) Learners and learning.  
 25 (iii) Curriculum and assessment.  
 26 (C) Leadership knowledge and skills.  
 27 (4) Have completed a supervised practicum that includes working  
 28 with a range of elementary student learners and elementary school  
 29 teachers, both novice and experienced, in a variety of professional  
 30 development settings.  
 31 (c) If the state board establishes an elementary mathematics teacher  
 32 license under subsection (a)(2)(A), an individual must complete the  
 33 following to be eligible to receive the license:  
 34 (1) Course work in the area of specialized content knowledge for  
 35 teaching mathematics, focused on the following:  
 36 (A) Number concepts and operations.  
 37 (B) Proportional reasoning.  
 38 (C) Algebra and functions.  
 39 (D) Geometry and measurement.  
 40 (E) Data analysis and probability.  
 41 (2) Course work in the area of pedagogical content knowledge in  
 42 at least one (1) science, technology, engineering, or mathematics



- 1 field, focused on the following:
- 2 (A) Teaching.
- 3 (B) Learners and learning.
- 4 (C) Curriculum and assessment.
- 5 (3) A supervised practicum that includes working with a range of
- 6 elementary student learners and elementary school teachers, both
- 7 novice and experienced, in a variety of professional development
- 8 settings.
- 9 (d) If the state board establishes an elementary mathematics and
- 10 science teacher license under subsection (a)(2)(B), an individual must
- 11 complete the following to be eligible to receive the license:
- 12 (1) Course work in the area of specialized content knowledge for
- 13 teaching mathematics, focused on the following:
- 14 (A) Number concepts and operations.
- 15 (B) Proportional reasoning.
- 16 (C) Algebra and functions.
- 17 (D) Geometry and measurement.
- 18 (E) Data analysis and probability.
- 19 (2) Course work in the area of specialized content knowledge for
- 20 teaching at least one (1) of the following:
- 21 (A) Biology.
- 22 (B) Chemistry.
- 23 (C) Earth and atmospheric sciences.
- 24 (D) Physics.
- 25 (3) Course work in the area of pedagogical content knowledge in
- 26 at least one (1) science, technology, engineering, or mathematics
- 27 field, focused on the following:
- 28 (A) Teaching.
- 29 (B) Learners and learning.
- 30 (C) Curriculum and assessment.
- 31 (4) A supervised practicum that includes working with a range of
- 32 elementary student learners and elementary school teachers, both
- 33 novice and experienced, in a variety of professional development
- 34 settings.
- 35 **(e) To be eligible to receive the required literacy endorsement**
- 36 **under subsection (a)(3), an individual must satisfy the**
- 37 **requirements set forth in section 19.7 of this chapter.**
- 38 **(e) (f)** The department shall develop an incentive program to:
- 39 (1) assist teachers who pursue a content area license under this
- 40 section; and
- 41 (2) reward teachers who earn a content area license **or a required**
- 42 **literacy endorsement** under this section.



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

4 SECTION 14. IC 20-28-5-19.7 IS ADDED TO THE INDIANA  
 5 CODE AS A NEW SECTION TO READ AS FOLLOWS  
 6 [EFFECTIVE JULY 1, 2023]: **Sec. 19.7. (a) Not later than July 1,**  
 7 **2024, the state board shall establish and require a literacy**  
 8 **endorsement for individuals first licensed after June 30, 2025, to**  
 9 **teach a content area involving literacy instruction, including**  
 10 **special education, in prekindergarten through grade 5.**

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

14 **(1) is first licensed after June 30, 2025; and**

15 **(2) based on the content area for which the individual is**  
 16 **licensed, including special education, provides literacy**  
 17 **instruction to students in prekindergarten through grade 5;**  
 18 **unless the individual receives a literacy endorsement under this**  
 19 **section.**

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

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

24 **(A) aligned to the science of reading;**

25 **(B) provided by an organization accredited by the**  
 26 **International Dyslexia Association; and**

27 **(C) approved by the department.**

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

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

38 **(1) promote explicit, systematic, and cumulative instruction as**  
 39 **the primary approach to literacy instruction;**

40 **(2) promote an understanding of how language, reading, and**  
 41 **writing relate to each other;**

42 **(3) promote strategies for differentiated instruction for:**



- 1                   **(A) students with:**  
 2                    **(i) reading difficulties; or**  
 3                    **(ii) disabilities; and**  
 4                   **(B) English language learners;**  
 5                   **(4) focus on phonemic awareness, phonics, fluency,**  
 6                   **vocabulary, and comprehension; and**  
 7                   **(5) allow participants to implement the strategies into a**  
 8                   **classroom environment with the opportunity for feedback**  
 9                   **throughout the professional development experience.**  
 10                  **(e) The written examination required under subsection (c)(2)**  
 11                  **shall ensure the individual demonstrates the ability to:**  
 12                   **(1) effectively teach foundational reading skills, phonemic**  
 13                   **awareness, phonics, fluency, vocabulary, and comprehension;**  
 14                   **(2) implement reading instruction using high quality**  
 15                   **instructional materials aligned to the science of reading; and**  
 16                   **(3) provide effective instruction and interventions for students**  
 17                   **with reading deficiencies.**  
 18                  **(f) The department shall approve and provide the evidence**  
 19                  **based professional development necessary for an individual to**  
 20                  **receive a literacy endorsement under this section.**  
 21                  **(g) The department shall establish the procedure for an existing**  
 22                  **teacher to add the literacy endorsement established under this**  
 23                  **section to the teacher's license.**  
 24                  **(h) The state board shall adopt rules under IC 4-22-2 to do the**  
 25                  **following:**  
 26                   **(1) Adopt, validate, and implement the examination or other**  
 27                   **procedures required by subsection (c)(2).**  
 28                   **(2) Establish examination scores indicating proficiency.**  
 29                   **(3) Otherwise carry out the purposes of this section.**  
 30                  SECTION 15. IC 20-28-9-1.5, AS AMENDED BY  
 31                  P.L.178-2022(ts), SECTION 13, IS AMENDED TO READ AS  
 32                  FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 1.5. (a) This subsection  
 33                  governs salary increases for a teacher employed by a school  
 34                  corporation. Compensation attributable to additional degrees or  
 35                  graduate credits earned before the effective date of a local  
 36                  compensation plan created under this chapter before July 1, 2015, shall  
 37                  continue for school years beginning after June 30, 2015. Compensation  
 38                  attributable to additional degrees for which a teacher has started course  
 39                  work before July 1, 2011, and completed course work before  
 40                  September 2, 2014, shall also continue for school years beginning after  
 41                  June 30, 2015. For school years beginning after June 30, 2022, a school  
 42                  corporation may provide a supplemental payment to a teacher in excess



1 of the salary specified in the school corporation's compensation plan.  
 2 A supplement provided under this subsection is not subject to  
 3 collective bargaining. ~~but a discussion of the supplement must be held.~~  
 4 Such a supplement is in addition to any increase permitted under  
 5 subsection (b).

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

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

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

13 (B) The possession of either:

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

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

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

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

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

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

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

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

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

33 (4) offering of a new program or class.

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

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

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



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

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

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

19           ~~(g)~~ **(h)** A teacher who does not receive a raise or increment under  
 20 subsection ~~(e)~~ **(f)** may file a request with the superintendent or  
 21 superintendent's designee not later than five (5) days after receiving  
 22 notice that the teacher received a rating of ineffective. The teacher is  
 23 entitled to a private conference with the superintendent or  
 24 superintendent's designee.

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

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

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

40           ~~(k)~~ **(l)** This chapter may not be construed to require or allow a  
 41 school corporation to decrease the salary of any teacher below the  
 42 salary the teacher was earning on or before July 1, 2015, if that



- 1 decrease would be made solely to conform to the new compensation  
2 plan.
- 3 ~~(h)~~ **(m)** After June 30, 2011, all rights, duties, or obligations  
4 established under IC 20-28-9-1 before its repeal are considered rights,  
5 duties, or obligations under this section.
- 6 ~~(m)~~ **(n)** An employment agreement described in IC 20-28-6-7.3  
7 between an adjunct teacher and a school corporation is not subject to  
8 this section.
- 9 SECTION 16. IC 20-31-3-1, AS AMENDED BY P.L.168-2022,  
10 SECTION 18, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
11 JULY 1, 2023]: Sec. 1. (a) **Subject to section 2.5 of this chapter**, the  
12 state board shall adopt clear, concise, and jargon free state academic  
13 standards that are comparable to national and international academic  
14 standards and the college and career readiness educational standards  
15 adopted under IC 20-19-2-14.5. These academic standards must be  
16 adopted for each grade level from kindergarten through grade 12 for  
17 the following subjects:
- 18 (1) English/language arts.
  - 19 (2) Mathematics.
  - 20 (3) Social studies.
  - 21 (4) Science.
- 22 (b) For grade levels tested under the statewide assessment program,  
23 the academic standards must be based in part on the results of the  
24 statewide assessment program.
- 25 (c) The state board shall, in consultation with postsecondary  
26 educational institutions and various businesses and industries, identify  
27 what skills or traits students need to be successful upon completion of  
28 high school. The department must conduct a research study to define  
29 essential postsecondary skills to promote enlistment, enrollment, and  
30 employment. The study must inform a reduction in high school  
31 standards to align to essential skills needed for postsecondary success.  
32 The study must be submitted to the state board and to the general  
33 assembly in an electronic format under IC 5-14-6 on or before  
34 December 1, 2022. Not later than June 1, 2023, the department must  
35 provide recommended reductions to the Indiana academic standards  
36 with a goal of defining no more than thirty-three percent (33%) of the  
37 number of academic standards in effect on July 1, 2022, as essential for  
38 grades 9 through 12 to the state board. Additional standards may be  
39 included for vertical articulation to ensure academic and postsecondary  
40 success, not to exceed seventy-five percent (75%) of the academic  
41 standards in effect on July 1, 2022. Not later than June 1, 2024, the  
42 department must provide recommended reductions to the Indiana





1 academic standards with a goal of defining no more than thirty-three  
 2 percent (33%) of the number of academic standards in effect on July 1,  
 3 2022, as essential for kindergarten through grade 8 to the state board.  
 4 Additional standards may be included for vertical articulation to ensure  
 5 academic and postsecondary success, not to exceed seventy-five  
 6 percent (75%) of the academic standards in effect on July 1, 2022. A  
 7 realignment of the ILEARN assessment reflecting the reduction must  
 8 be completed not later than March 1, 2025.

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

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

23 **(1) aligned with the science of reading; and**

24 **(2) developmentally appropriate based on student need.**

25 SECTION 17. IC 20-31-3-2, AS ADDED BY P.L.1-2005,  
 26 SECTION 15, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 27 JULY 1, 2023]: Sec. 2. **(a) Subject to section 2.5 of this chapter,** the  
 28 department shall develop academic standards for the following subject  
 29 areas for each grade level from kindergarten through grade 12:

30 (1) English/language arts.

31 (2) Mathematics.

32 (3) Social studies.

33 (4) Science.

34 (5) Other subject areas as determined by the department.

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

37 SECTION 18. IC 20-31-3-2.5 IS ADDED TO THE INDIANA  
 38 CODE AS A NEW SECTION TO READ AS FOLLOWS  
 39 [EFFECTIVE JULY 1, 2023]: Sec. 2.5. **(a) As used in this section,**  
 40 **"three-cueing model" refers to the three-cueing model of reading**  
 41 **that uses meaning drawn from the context, pictures, or syntax as**  
 42 **the primary basis for teaching word recognition.**



1           **(b) Beginning with the 2023-2024 school year, the state board**  
2 **and the department, in developing academic standards for reading**  
3 **under section 1 or 2 of this chapter:**  
4           **(1) shall implement academic standards for reading that are:**  
5               **(A) aligned with the science of reading; and**  
6               **(B) developmentally appropriate based on student need;**  
7               **and**  
8           **(2) may not implement an academic standard for reading**  
9 **based on the three-cueing model.**  
10 **SECTION 19. An emergency is declared for this act.**



## COMMITTEE REPORT

Mr. Speaker: Your Committee on Education, to which was referred House Bill 1558, has had the same under consideration and begs leave to report the same back to the House with the recommendation that said bill be amended as follows:

Page 1, delete lines 1 through 13, begin a new paragraph and insert:

"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 scientifically based reading program that provides a scope and sequence that scaffolds instruction in the following:**

- (1) **Phonics.**
- (2) **Phonemic awareness.**
- (3) **Fluency.**
- (4) **Vocabulary.**
- (5) **Comprehension."**

Page 11, line 6, after "reading." insert "**The department must publish an advisory list of science of reading curricula on the department's website.**".

and when so amended that said bill do pass.

(Reference is to HB 1558 as introduced.)

BEHNING

Committee Vote: yeas 12, nays 0.

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 COMMITTEE REPORT

Mr. Speaker: Your Committee on Ways and Means, to which was referred House Bill 1558, has had the same under consideration and begs leave to report the same back to the House with the recommendation that said bill be amended as follows:

Delete the title and insert the following:

A BILL FOR AN ACT to amend the Indiana Code concerning education.

Page 2, line 20, delete "and".

Page 2, line 22, after "IC 20-26-12-24.5;" insert "**and**".

Page 2, between lines 22 and 23, begin a new line block indented and insert:

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**"(4) teachers in covering the cost of obtaining a reading specialist certification;"**.

Page 3, delete lines 34 through 36.

Page 9, between lines 17 and 18, begin a new paragraph and insert:

"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), forty (40) hours must be completed through live sessions, which may be attended in person or virtually, taught by a certified facilitator and forty (40) hours must be completed through online coursework. 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."**

Renumber all SECTIONS consecutively.

and when so amended that said bill do pass.

(Reference is to HB 1558 as printed January 26, 2023.)

THOMPSON

Committee Vote: yeas 23, nays 0.

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COMMITTEE REPORT

Madam President: The Senate Committee on Education and Career Development, to which was referred House Bill No. 1558, has had the same under consideration and begs leave to report the same back to the Senate with the recommendation that said bill be AMENDED as follows:

Page 1, delete lines 1 through 17, begin a new paragraph and insert:

"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:**

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- (A) phonemic awareness;
- (B) phonics;
- (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 20-20-47 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]:

**Chapter 47. Science of Reading Grant Fund**

**Sec. 1. As used in this chapter, "charter school" has the meaning set forth in IC 20-24-1-4.**

**Sec. 2. As used in this chapter, "elementary school" means a public elementary school, including a charter school.**

**Sec. 3. As used in this chapter, "fund" refers to the science of reading grant fund established by section 5 of this chapter.**

**Sec. 4. As used in this chapter, "grant" refers to a grant from the fund.**

**Sec. 5. (a) The science of reading grant fund is established.**

**(b) Money in the fund shall be used for grants awarded to school corporations and charter schools for the following:**

- (1) Placing literacy instructional coaches in elementary schools for the purposes of training and supporting teachers and administrators in order to improve instruction related to the science of reading.**
- (2) Training teachers and school principals in instructional practices aligned with the science of reading.**
- (3) Increasing instructional time, including summer literacy programs or high-dosage tutoring, for students who have been identified as struggling readers based on a diagnostic screening authorized by the department under IC 20-35.5-2-2.**



- (4) Elementary schools and school corporations purchasing curricular materials that:
  - (A) align with science of reading; and
  - (B) receive approval by the department.
- (c) The department shall administer the fund.
- (d) The fund consists of:
  - (1) gifts, donations, and bequests to the fund;
  - (2) appropriations from the general assembly; and
  - (3) grants to the fund, including grants from private entities.
- (e) The expenses of administering the fund shall be paid from money in the fund.
- (f) The treasurer of state shall invest the money in the fund not currently needed to meet the obligations of the fund in the same manner as other public funds may be invested. Interest that accrues from these investments shall be deposited in the fund.
- (g) Money in the fund at the end of a state fiscal year does not revert to the state general fund.

Sec. 6. (a) Subject to section 7 of this chapter, the department may, after June 30, 2024, award a grant under this chapter to a school corporation or charter school that does the following:

- (1) Applies for a grant on a form provided by the department.
- (2) Submits a detailed description of a plan that:
  - (A) must include:
    - (i) placing literacy instructional coaches in elementary schools for the purposes of training and supporting teachers and administrators in order to improve instruction related to the science of reading; and
    - (ii) training teachers and school principals in instructional practices aligned with the science of reading; and
  - (B) may include, if the school corporation or charter school is requesting grant funds for the purpose described in section 5(b)(3) or 5(b)(4) of this chapter the following, as applicable:
    - (i) Increasing instructional time, including summer literacy programs or high-dosage tutoring, for students who have been identified as struggling readers based on a diagnostic screening authorized by the department under IC 20-35.5-2-2.
    - (ii) Elementary schools and school corporations purchasing curricular materials that align with the science of reading and receive approval by the



department.

(3) Submits the following information:

(A) Evidence supporting the school corporation's or charter school's plan under subdivision (2).

(B) The number of elementary school teachers and literacy instructional coaches employed by the school corporation or charter school.

(C) Any other pertinent information required by the department.

(b) Any instruction under a plan that includes increasing instructional time as described in subsection (a)(2)(B)(i) must align with the science of reading.

Sec. 7. Upon review of applications received under section 6 of this chapter, the department may award grants to school corporations subject to available money and in accordance with the following priorities:

(1) To the extent possible, to achieve geographic balance throughout Indiana and to include urban, suburban, and rural school corporations.

(2) To address a documented need for literacy instructional coaches, additional science of reading training, or compliance with IC 20-26-12-24.5.

(3) To provide targeted support for Indiana students experiencing the greatest reading challenges.

Sec. 8. The department:

(1) may adopt rules under IC 4-22-2 to implement this chapter; and

(2) shall adopt rules under IC 4-22-2 regarding the following:

(A) Distribution of award amounts under this chapter.

(B) Prioritizing grants for the purposes described in section 5(b)(1) and 5(b)(2) of this chapter.

SECTION 4. 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)."**

Delete page 2.

Page 3, delete lines 1 through 35.

Page 4, delete lines 25 through 31, begin a new paragraph and insert:

"SECTION 6. 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."**

Page 7, line 8, strike "Beginning July 1, 2017, and".

Page 7, line 8, delete "not" and insert "Not".

Page 7, line 8, strike "each".

Page 7, line 8, strike "thereafter," and insert "**of each year,**".

Page 8, delete lines 18 through 42, begin a new paragraph and insert:

"SECTION 9. 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 10. 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 11. 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).
- (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 12. 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."

Page 9, delete lines 1 through 16.

Page 12, line 17, after "(c)(1)," insert "**at least**".

Page 12, line 19, delete "facilitator and forty (40)" and insert "**facilitator**".

Page 12, line 20, delete "hours must be completed through online coursework."

Page 13, between lines 14 and 15, begin a new paragraph and insert:

"SECTION 15. 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.

(†) **(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.

(†) **(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."

Page 13, line 17, delete "The" and insert "**Subject to section 2.5 of this chapter, the**".

Page 14, delete lines 25 through 42, begin a new paragraph and insert:

**"(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 17. 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 18. 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 19. An emergency is declared for this act."**

Delete page 15.

Renumber all SECTIONS consecutively.

and when so amended that said bill do pass and be reassigned to the Senate Committee on Appropriations.

(Reference is to HB 1558 as printed February 16, 2023.)

RAATZ, Chairperson

Committee Vote: Yeas 11, Nays 2.

