The American Board for Certification of Teacher Excellence is at:
http://www.abcte.org/

From Wikipedia:
ABCTE certification is recognized in Florida, Idaho, Missouri, Mississippi, New Hampshire, Pennsylvania, South Carolina, Utah and Oklahoma. Many charter and private schools nationwide also recognize the certification. Certification areas are elementary education, English, mathematics, general science, biology, physics, chemistry, U.S. history, world history and special education. Availability of certification areas and requirements vary by state.
SUMMARY: Teacher Licensing Regulations – Proposed Rule Change

- Reduces 142 pages of regulations to approximately 50 pages.
- Eliminates two separate and active sets of licensing rules (46-47 and Rules 2002) and trans all license holders into new rules by July 1, 2010.
- Expands options for licensing curriculum requirements:
  - Elementary (grades P-6): an applicant must have either
    - a baccalaureate degree with a major in education including at most thirty (30) credit hours in pedagogy and a minor in language arts, mathematics, science, social studies, or the arts; or
    - a baccalaureate degree in any major that substantially applies to a content area and either a minor in education that consists of a minimum of fifteen (15) credit hours or certification by the American Board for Certification of Teacher Excellence.
  - Secondary (grades 5-12): an applicant must have a baccalaureate degree in any major that substantially applies to a content area as determined by the department and either a minor in education that consists of a minimum of fifteen (15) credit hours or certification by the American Board for Certification of Teacher Excellence.
- Requires all applicants to pass certain tests, including an examination in basic skills as implemented by the institution of higher learning, pedagogy and content tests as required by the department.
- Allows the department to require successful completion of an assessment, like a reading comprehension test, for license holders prior to renewal.
- Allows a valid license holder to add content areas to the license after passing content area tests.
- Expands the initial license from two years to a three-year license.
- Reduces school settings from five to two: elementary (pre-K to 6) and secondary (5-12).
- Eliminates outdated content areas, including speech pathologists, driver and traffic safety education, bilingual/bicultural education (duplicate), preschool generalist; elementary/intermediate education: generalist early adolescent education, reading, social studies other than high school (duplicate), reading specialist, school nurse, counselor, social work attendance officer.
- Allows for a building level administrator license if applicant has a valid proficient practice license and passes the school leader’s licensure test.
- Allows for a superintendent license if applicant obtains a master’s degree or higher and pass school leader’s licensure test.
- Allows local governing body and superintendent of public instruction to waive any administrative license requirements for a specific applicant, including building level administrators.
- Eliminates portfolio requirements for new teachers.
- Eliminates mentor program requirements.
- Simplifies the Beginning Residency Teacher Program. A building level administrator must:
  - develops an individual growth plan for each teacher in response to a twice-per-year assessment that identifies whether the teacher:
    - teaches the Indiana academic standards adopted by the state board of education under 20-19-2;
    - understands the content of the subject areas for which the teacher is employed to teach;
    - demonstrates leadership;
    - establishes a respectful environment for a diverse population of students; and
    - reflects on their practice and seeks to improve deficiencies.

If building level administrator determines specific actions are required to meet expectations on the assessment, evaluations are periodically required until new growth plan goals are met. Building level administrator must confirm teacher successfully completed program prior to teacher receiving a proficient license. Appeals process to school board regarding the determination may occur during third year. Program is three (3) years to correspond with initial license.

- Revises the license renewal process:
  - Requires building level administrator to verify that activity directly relates to the needs of the current student body before experience counts towards renewal.
  - Eliminates redundant CRU renewal.
  - Eliminates points for activities not directly related to student achievement.
  - Allows applicant to complete renewal requirements through only in-service workshops.

- Eliminates INTASC and NCATE focus on professional growth.
- Eliminates testing waivers for out-of-state applicants.
- Eliminates teacher training institution approval for out-of-state applicants.
- Eliminates “reciprocal” license category.
- Requires out-of-state applicant to have three (3) years of experience in good standing to immediately receive proficient practitioner, otherwise receives initial practitioner.
- Eliminates immediate transcript analysis of out-of-state applicants.
- Allow out-of-state applicants to receive emergency permits under certain circumstances.
- Requires applicants for emergency permits to pass the teacher assessments.
- Allow the department to accept license surrenders for suspensions and revocations and remove limitations on considerations of immorality, misconduct in office, incompetency, or willful neglect of duty by a license holder. Allows the department to suspend indefinitely and allow department to require holder to participate in certain programs prior to re-licensure.
- Expands the initial workplace specialist license from a two year to a three year license.
- Eliminates NCATE measurement as the only requirement of teacher training institution accreditation.