

# Educator Professional Standards Boards

---

Staff Report

Legislative Program Review & Investigations Committee

December 20, 2011



# Overview

---

- Current CT Educator Regulation System
  - What is it?
  - How does it compare to similar licensed professions?
  - How does it compare to other states?

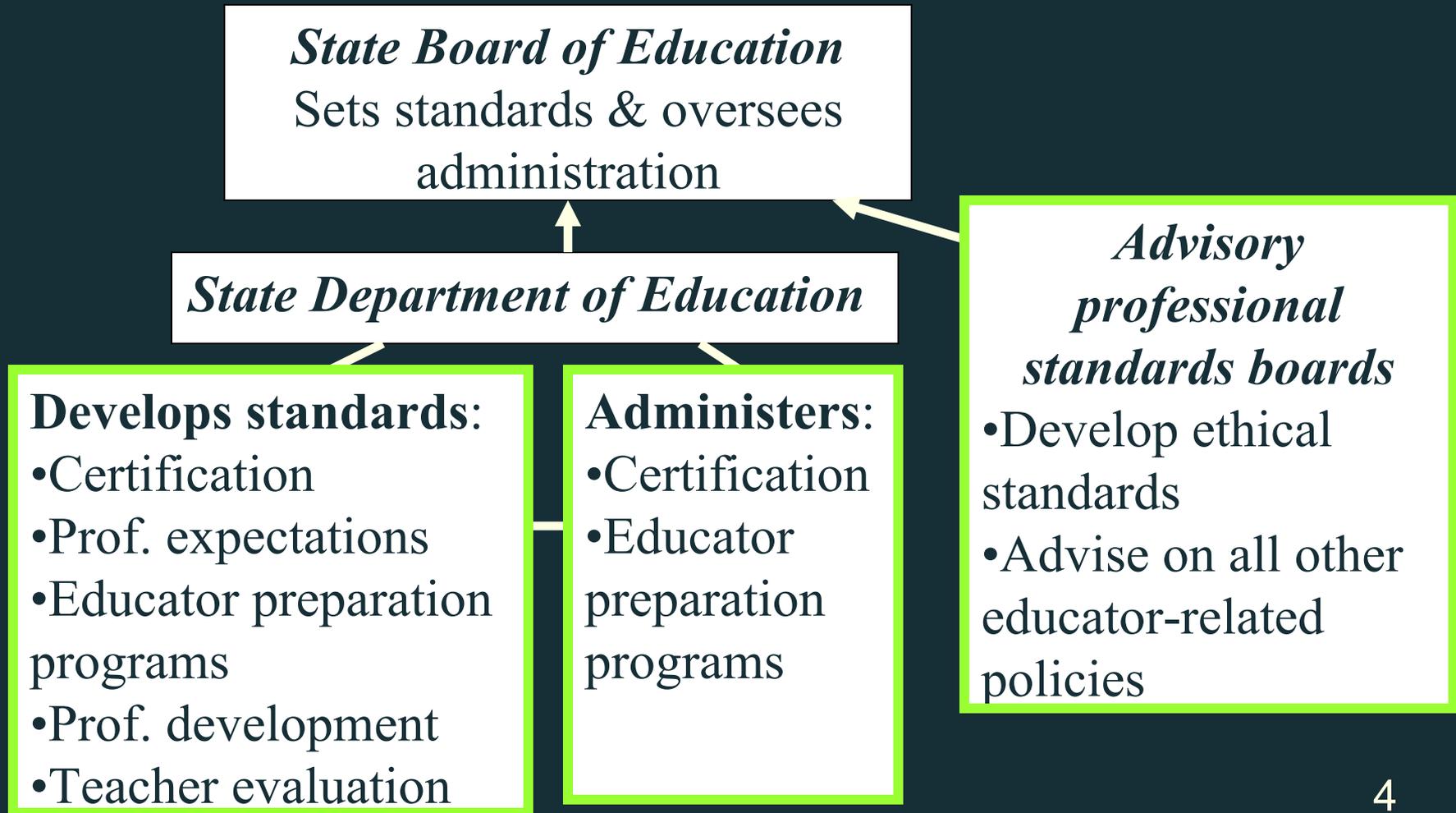


# Overview

---

- Options for Changing CT's Model of Educator Regulation
  - Advisory board (Options 1-2)
  - Semi-autonomous board (Option 3)
  - Autonomous board (Options 4-7)

# Current CT Educator Regulation System





## Regulation of Similar Licensed Professions

- Compared educator regulation to similar professions
  - Bachelor's degree
  - Mainly unionized public employees
  
- Found that educator regulation is not different from how similar licensed professions are regulated
  - There is no consistency



## Regulation of Similar Licensed Professions

- Bachelor's degree
  - 58% have a professional standards board, with sole authority only over discipline – advisory on standards
  
- Mainly unionized public employees
  - Fire and police both have boards that are no longer independent



# Educator Regulation

---

- ❑ Educator professional standards boards are categorized by authority level
- ❑ Did not find any research linking ed. standards boards, at any authority level, to better performance



# Educator Regulation In Other States

---

- CT's educator regulation system is not different from other states
  - There is no consistency
  
- Mix of board models, across states
  - Advisory board: 21
  - Semi-autonomous board: 4
  - Autonomous board: 19
  - None: 6



# Educator Regulation In Other States

---

- CT's system is not different from similar states
  - There is no consistency
  
- Similar states
  - MA, NJ, and RI: Advisory
  - MD: Semi-autonomous
  - KY, OR, WA: Autonomous



# Models

---

- Similar states: Case studies
- Used case studies to develop overview of models
  - Also profiles of each state's board

# Options

---

- Seven options, based on:
  - Case study states research
  - Intended aims or issues heard
- Presented, discussed by model type – authority level
- Other possibilities: No change, or different options



# Models: Advisory Board

---

- ❑ No decision-making authority
- ❑ Case studies: MA, NJ, RI
- ❑ Options 1-2



# Models: Advisory Board

---

## □ Scope

- Policy: Narrow or broad
- Administration: None

## □ Staffing and funding

- No independent staffing or funding – may be minimal, through ed. dept.



# Models: Advisory Board

---

## □ Strengths

- Useful to board members and education dept.
- Can be an advocate for proposals
- Can ensure potential changes are feasible



# Models: Advisory Board

---

## □ Weaknesses

- Role can fluctuate
- Key positions determine success
- Members might feel devalued if suggestions not used



# Models: Advisory Board

---

- CT considerations
  - Few stakeholders want advisory board model
  - Can create board to remedy current system's deficiencies
  - Will not satisfy those desiring board with authority

# Option 1: Strong Policy Advisory Role

---

- Functions
  - Advisory on all policies
  - No administration
- Emphasis: Strengthen current system
  - Mandatory comment on proposals before SBE
  - Expected to actively advise legislature and governor
- No independent staffing or funding

# Option 2: Strong Policy Advisory Role & Limited Admin.

---

- Functions
  - Advisory on all policies (*as in Option 1*)
  - Hear and decide appeals to certification decisions
  
- Emphasizes: Resolve certification disputes
  - Strengthen current system (*as in Option 1*)
  
- No independent staffing or funding



# Models: Semi-Autonomous Board

---

- Joint decision-making authority
  - With State Board of Education
  
- Case study: MD
  
- Option 3



# Models: Semi-Autonomous Board

---

- Scope
  - Policy: Certification
  - Administration: None
  - Full range is possible
  
- Staffing and funding
  - No independent staffing or funding



# Models: Semi-Autonomous Board

---

## □ Strengths

- Joint authority ensures board's voice is heard
- May help foster collaborative atmosphere between standards board and policymakers
- Can fit most other models



# Models: Semi-Autonomous Board

---

## □ Weaknesses

- Creates additional level of bureaucracy
  - May increase time or stall changes
- Veto and override process may be cumbersome
- Might lead to mutual dissatisfaction about level of authority



# Models: Semi-Autonomous Board

---

- CT considerations
  - Several stakeholders expressed preference
    - Strengthen voice
    - Retain some oversight
  - Some concern over delays



# Option 3: Policy Originating

---

- Functions
  - Develops all relevant policies
  - No administration
  - Semi-autonomous or advisory
  
- Emphasizes: Starting with educator experience
  - Collaborative proposals with SBE
  
- Minimal staffing or funding



# Models: Autonomous Board

---

- Decision-making authority
- Case studies: KY, OR, WA
- Options 4-7



# Models: Autonomous Board

---

- Scope

- Policy: All major areas

- Administration

- Certification issuance and revocation

- Preparation program approval



# Models: Autonomous Board

---

## □ Staffing

- Policy/Research
- Administrative functions
- Range: 12 - 35 FTE

## □ Funding

- General Fund
- Certification fees
- Range: \$1.7 - 9 million



# Models: Autonomous Board

---

## □ Strengths

- Wide variety of input is heard and acted on
- Boards often work through member consensus
- Brings greater focus to educator standards



# Models: Autonomous Board

---

## □ Weaknesses

- May face similar resource limitations as education department
  
- Split resources and duties can have negative consequences
  - Tension over resources
  - Work quality
  - Increased burden on stakeholders



# Models: Autonomous Board

---

- CT considerations
  - Many stakeholders prefer standards board with authority
    - Not sure of timing
    - Retain oversight
  - State board of education and SDE commissioner would lose authority
  - Substantial independent staffing and funding necessary



## Option 4: Policy Authority

---

- Functions
  - Develops and sets all relevant policies
  - Administration limited to certification appeals  
*(as in Option 2)*
  
- Emphasizes: Broad policy authority
  
- Limited staffing and funding



# Option 5: Certification Authority

---

- Functions
  - Develops and sets certification standards
  - Administration of certification
    - Discipline: appeals hearings
  
- Emphasizes: Certification
  - Would indirectly influence related areas
  
- Independent agency with staffing and funding

# Option 6: All Policy and Focused Administration

---

- Functions
  - Develops and sets all relevant policies
  - Administration limited to preparation programs
  
- Emphasizes: Role of preparation in developing educators
  
- Independent agency with staffing and funding

# Option 7: Full Policy and Administration

---

- Functions
  - Develops sets, and administers all relevant policies
  - Expected to actively improve the profession
- Emphasizes: Educator voice on all educator regulation
- Independent agency with staffing and funding



# Other Elements

---

- Discipline
  - Several choices for any option
  - Most similar CT professions' boards
    - Discipline autonomy only
  - Considered necessary for full autonomy



# Other Elements

---

- Membership

- Selection

- Composition

- Teacher or educator majority

- Wide range of input

# Educator Professional Standards Boards

---

Staff Report

Legislative Program Review & Investigations Committee

December 20, 2011