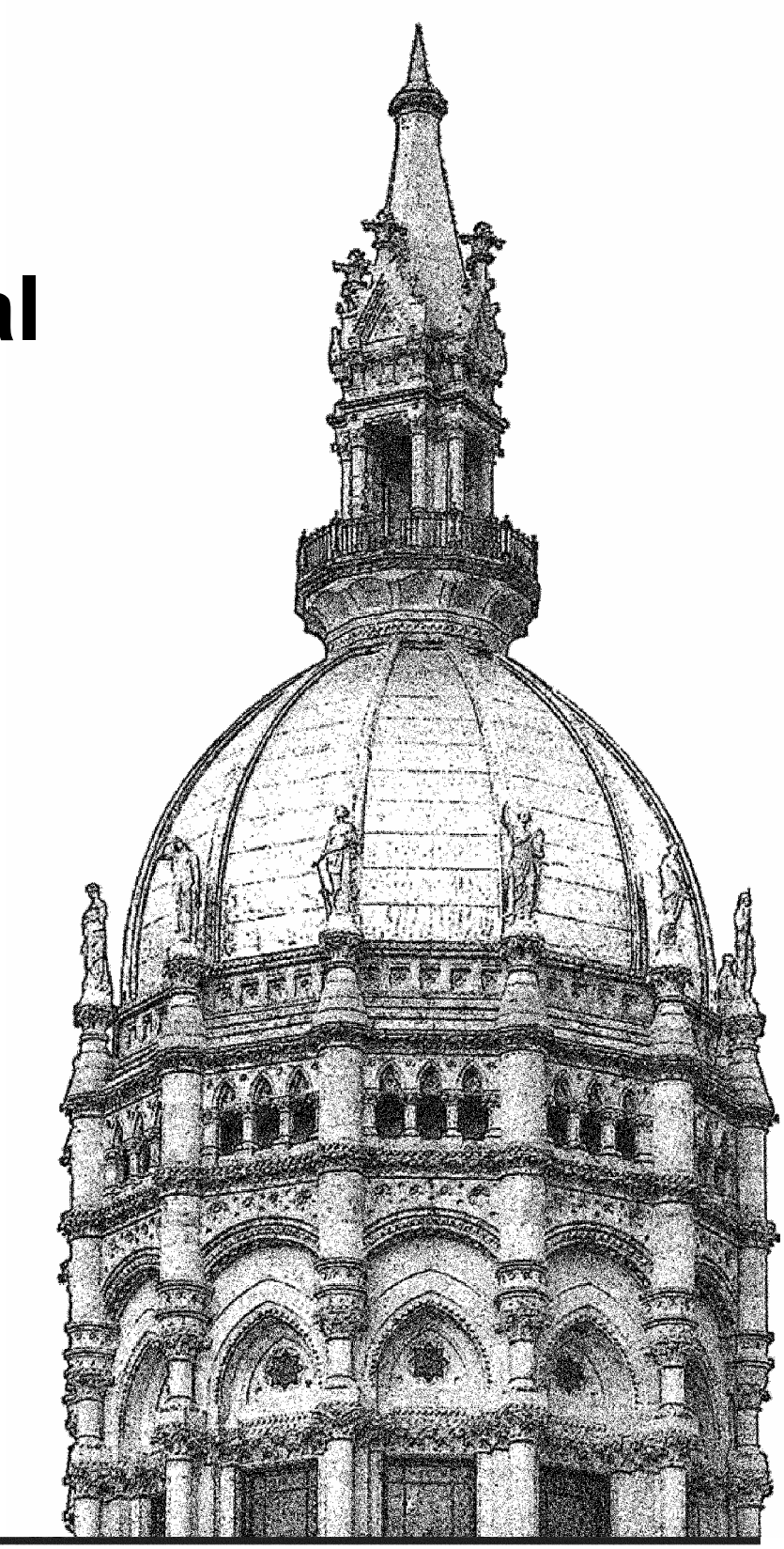
Educator Professional Standards Boards

January 2012



PRI

Legislative Program Review and Investigations Committee

Connecticut General Assembly

CONNECTICUT GENERAL ASSEMBLY
LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE

The Legislative Program Review and Investigations Committee is a bipartisan statutory committee of the Connecticut General Assembly. It was established in 1972 to evaluate the efficiency, effectiveness, and statutory compliance of selected state agencies and programs, recommending remedies where needed. In 1975, the General Assembly expanded the committee's function to include investigations, and during the 1977 session added responsibility for "sunset" (automatic program termination) performance reviews. The committee was given authority to raise and report bills in 1985.

The program review committee is composed of 12 members. The president pro tempore of the Senate, the Senate minority leader, the speaker of the house, and the House minority leader each appoint three members.

2011-2012 Committee Members

Senate	***House***
John W. Fonfara	T.R. Rowe
Co-Chair	*Co-Chair*
Steve Cassano	Brian Becker
Eric D. Coleman	Marilyn Giuliano
Anthony Guglielmo	Mary M. Mushinsky
John A. Kissel	Selim G. Noujaim
Joe Markley	Diana S. Urban

Committee Staff

Carrie E. Vibert, Director
Catherine M. Conlin, Chief Analyst
Jill E. Jensen, Chief Analyst
Brian R. Beisel, Principal Analyst
Michelle Castillo, Principal Analyst
Maryellen Duffy, Principal Analyst
Miriam P. Kluger, Principal Analyst
Scott M. Simoneau, Principal Analyst
Eric Michael Gray, Associate Legislative Analyst
Janelle Stevens, Associate Legislative Analyst
Bonnine T. Labbadia, Executive Secretary

Project Staff

Janelle Stevens
Eric Michael Gray

STATE CAPITOL ROOM 506 HARTFORD, CT 06106 (860) 240-0300
Email: pri@cga.ct.gov www.cga.ct.gov/pri/index.asp

LEGISLATIVE PROGRAM REVIEW
& INVESTIGATIONS COMMITTEE

Educator Professional Standards Boards

JANUARY 2012

EDUCATOR PROFESSIONAL STANDARDS BOARDS

STUDY HIGHLIGHTS i

INTRODUCTION 1

I. Educator Regulation in Connecticut 3
- Current System of Regulating Educators 3
- How Other Licensed Professions' Regulation Compares to Educators' 5

II. Educator Regulation in Other States: Professional Standards Board Models 7
- Advisory Boards 9
- Semi-Autonomous Boards 11
- Autonomous Boards 13

III. Options 17
- Decision Considerations and Options Background 17
- Options 19
  - 1: Strong policy advisory role 21
  - 2: Strong policy advisory role and limited administration 22
  - 3: Policy originating (not decision-making) 22
  - 4: Policy authority and limited administration 23
  - 5: Certification policy and certification administration 24
  - 6: Broad policy authority and administration only of educator preparation programs 25
  - 7: Full policy authority and administration 26
- Option Elements 26

APPENDICES

A. Connecticut's Current System for Regulating Educators: Details
B. Other Licensed Professions Requiring a Bachelor's Degree
C. Regulation of Similar Licensed Professions in Connecticut
D. States' Educator Regulation Board Models
E. Case Study States: Selection Methodology
F. Case Study States: Overview Table and Profiles
G. Professional Standards Board Membership for Other Licensed Professions in Connecticut

PRI Study Highlights January 2012

Educator Professional Standards Boards

Background

In June 2011, the program review committee authorized a study to identify and describe educator professional standards boards used in other states, and analyze options for use in Connecticut. In addition, the study was to explore how regulation of educators through a board would compare to Connecticut's regulation of other licensed professions.

Educator professional standards boards can advise on or be responsible for setting a range of standards (e.g., certification, ethical expectations) that affect teachers, administrators, and other certified personnel who work in schools. In addition, boards may handle administration of certification and educator preparation program approval (as well as oversight).

In Connecticut, both the standards-setting and administration areas are ultimately the responsibility of the State Board of Education and its administrative arm, the State Department of Education. Two educator professional standards boards, one each for teachers and administrators, are advisory on standards.

To complete this study, PRI staff gathered information and viewpoints from Connecticut education stakeholders, the state board of education and education department, executive branch departments involved in the regulation of other professions, and stakeholders and education departments in seven states similar to Connecticut.

The full study report is available at: http://www.cga.ct.gov/pri/2011_epsb.asp

Main Findings

Connecticut regulates professions similar to educator in a variety of ways. Professional standards boards, where they exist, have sole authority only over discipline; their role in standards-setting is advisory and few have their own staff. Among the 36 professions that require a bachelor's degree, as does an educator license, 58% have a standards board. The two professions with mainly unionized public employees have standards boards that are under an executive branch department.

PRI staff found no research linking educator standards boards to better teacher or student performance. It is unclear whether any standards board would raise teacher standards and how that might impact performance.

States similar to Connecticut regulate educators through a range of governance models. Educator governance models are defined by the standards board's level of authority. States that have an educator standards board are nearly evenly split between autonomous boards, which make final decisions (19 states), and advisory boards, which give recommendations to the state boards of education (21 states). Four states have semi-autonomous boards, which jointly make decisions with the state boards of education, while six states have no board.

Each standards board model has strengths and weaknesses. In addition, each requires a different level of resources. PRI staff explored the models used by seven states similar to Connecticut, to develop an understanding of how each model might work.

PRI Recommendations

In accordance with the study's authorized scope, PRI staff developed options – not recommendations – for reforming Connecticut's current educator standards boards. There is some dissatisfaction, among stakeholders, with the current boards; many expressed a preference for different model. No single alternative, however, would satisfy all stakeholders.

PRI staff developed seven options that either address intended aims or issues voiced by various Connecticut stakeholders during the study, or were found through the case study states research. The options vary substantially:

1. Strong policy advisory role
2. Strong policy advisory role & limited administration
3. Policy originating (advisory or semi-autonomous)
4. Policy authority & limited administration
5. Certification policy authority & certification administration
6. Broad policy authority & preparation program administration
7. Full policy authority & administration

Several areas that would apply to any option selected (if any), were also discussed: decision-making on disciplining certified educators, board meetings, and board membership.

Summary Table. Options for Replacing Connecticut's Current Educator Professional Standards Boards							
	1: Strong policy advisory role	**2: Strong policy advisory role & limited admin.**	**3: Policy originating (advisory or semi-autonomous)**	**4: Policy authority & limited admin.**	**5: Certification policy authority & certification admin.**	**6: Broad policy authority & prep. program admin.**	**7: Full policy authority & admin.**
Authority level	Advisory		Semi	Autonomous			
Certification policy	Advisory	Advisory	Develop (and joint decision)	Autonomous	Autonomous	Autonomous	Autonomous
Certification admin.	-	Cert. decision appeals	-	Cert. decision appeals	Autonomous	-	Autonomous
Prep. program policy	Advisory	Advisory	Develop (and joint decision)	Autonomous	-	Autonomous	Autonomous
Prep. program admin.	-	-	-	-	-	Autonomous	Autonomous
Discipline	Possible	Possible	Possible	Possible	At least appeals	Possible	Autonomous
Other educator-related policies	Advisory	Advisory	Develop (and joint decision)	Possible	-	Possible	Possible
Increase stakeholder voice	√ Somewhat ←	√	√	√	√	√	√ Greatly →
Board with authority		√	√ (if semi)	√	√	√	√
Decreased State Bd. of Ed. authority		√ Slightly ←	√ (if semi)	√	√	√	√ Greatly →
Emphasizes:	Strengthening current system via mandatory comment	Resolving certification disputes	Developing proposals based on educator experience	Educators developing and setting policy	All certification issues	All policy affects prep. programs	Educators fully setting & administering policy
Staff and funding	None	None	Minimal	Limited	Some	Some	Most

Notes: "Autonomous" means the board would develop and set policies by itself.
"Semi-autonomous" or "Semi" means the board would have joint decision-making power with the State Board of Education.
"Prep." is preparation; "Admin." is administrative functions (not administrators).
"Other Educator-Related Policies" includes: ethical standards; professional expectations; professional development; and teacher evaluation.
Discipline (e.g., certificate revocation) could be handled by a board charged only with that task, any of the board options, or the education department.
Source: PRI staff

Introduction

Educator Professional Standards Boards

The regulation and oversight of educators[1] involve two major function areas:

1. Standards-setting (i.e., policy-making) in –

- Certification (i.e., licensing);
- Ethical expectations;
- Professional expectations;
- Educator preparation programs;
- Professional development; and
- Teacher evaluation.

2. Administration of –

- Certification: issuance, discipline, and oversight of district compliance with certification requirements; and
- Educator preparation: program approval and oversight.

In Connecticut, both areas are ultimately the responsibility of the State Board of Education and its administrative arm, the State Department of Education. It is possible, however, for one, some, or all aspects of standards-setting and administration to be fully or partially handled by a professional standards board.

Study focus. The Legislative Program Review and Investigations Committee (PRI) approved a study of educator professional standards boards in June 2011. The study focus was to identify and describe educator professional standards board options used in other states, and analyze options for use in Connecticut. In addition, the study was to explore how regulation of educators through a board would compare to Connecticut's regulation of other licensed professions.

Key findings. During the course of this study, committee staff gathered information and viewpoints from Connecticut education stakeholders, the state board of education and education department, executive branch departments involved in the regulation of other professions, and stakeholders and education departments in seven states similar to Connecticut. Based on this and other research, the program review committee finds:

- Connecticut regulates professions similar to educator in a variety of ways. Professional standards boards, where they exist, have sole authority only over discipline; their role in standards-setting is advisory and few have their own staff.

[1] Throughout this report, the term "educator" refers to all certified school personnel, including teachers and administrators. The term "teacher" is used in exclusion of administrators.

- Program review committee staff found no research linking educator standards boards, at any level of authority, to better teacher or student performance.
- States similar to Connecticut regulate educators through a range of governance models, from a full scope autonomous professional standards board to a narrowly focused standards board that is advisory.
- Connecticut's current advisory educator professional standards boards were unfamiliar to a few stakeholders. There is some dissatisfaction with those boards; many stakeholders expressed a preference for a different model.
- Several alternatives may be considered, based on policymakers' aim(s). No single option, however, would satisfy all stakeholders.

Methodology

This report draws on a variety of information sources. Committee staff conducted extensive interviews of the various constituencies associated with educator regulation, including staff and/or other representatives of the State Department of Education, the State Board of Education, the teachers' unions, educator preparation programs, administrators, and professional development providers, as well as a private education advocacy organization. Committee staff also observed one meeting each of the teacher and administrator advisory boards and interviewed the boards' chairs. In addition, public testimony given at the November 14 hearing on the study topic was considered.

For information on regulation of other professions in Connecticut, committee staff relied on statute, conversations and e-mail exchanges with executive branch staff, and executive branch website information.

For information on how states similar to Connecticut handle educator regulation, committee staff used statistical analysis to select these similar states, and then communicated with education stakeholders (education department, professional standards board members, teachers' unions, administrator association(s), and educator preparation programs) in those states via telephone and e-mail. In addition, committee staff reviewed the boards' authorizing statutes, annual reports, and meeting minutes where available, as well as other relevant documents.

Report Organization

Chapter I explains Connecticut's current system for regulating educators and how it compares to the regulation of other professions in the state. Chapter II summarizes educator regulation in other states, and discusses the strengths and weaknesses of three major types of educator professional standards board models, drawing upon case study research. Chapter III sets out and analyzes various board model options for Connecticut, and explores various factors and concerns to further help the state's policymakers determine what, if anything, should be changed in the current educator regulation system. The report also contains six appendices. It is the policy of the Legislative Program Review and Investigations Committee to provide agencies subject to a study with an opportunity to review and comment on the report prior to publication; the State Department of Education chose not to submit a report response.

Chapter I

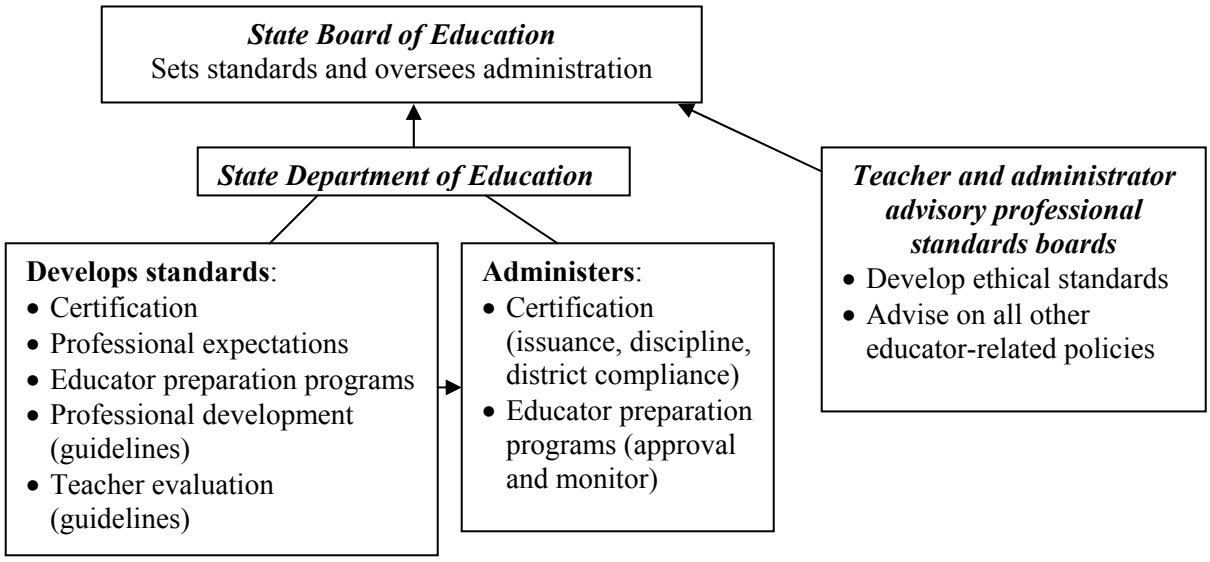
Educator Regulation in Connecticut

Educators in Connecticut are regulated by the State Board of Education (SBE) and its administrative arm, the State Department of Education (SDE). Educators, overall, are not regulated differently from other, similar professions in this state, because other professions are not regulated in consistent ways: some have a standards board, while others are regulated only by an executive branch agency. Where standards boards do exist, they generally have authority over licensure discipline, with some also approving preparation programs (with agency consent), and are advisory on all other matters (e.g., licensure requirements).

Current System of Regulating Educators

The State Board of Education is charged with setting and overseeing educator standards, including certification. Generally, the board's policies are developed and implemented by the Bureau of Educator Standards and Certification within SDE. Connecticut's current advisory educator standards boards have a primary role only in the area of ethics and behavior standards, as shown in Figure I-1 below. More information on the scope and implementation of the education department's functions is found in Appendix A.

Figure I-1. Current System of Regulating Educators



For most of its standards-setting work, the department relies on ad hoc committees of educators and other stakeholders.

Although the state board of education and the education department generally handle standards-setting, legislatively-created committees can also be given the task of helping the department or General Assembly develop standards. For example, over the past few years, there have been statutorily-formed committees to create the department's revised teacher evaluation guidelines and a new beginning teacher induction program.

Advisory professional standards boards. Connecticut has two educator professional standards boards (called councils), one each for teachers and administrators. As will be discussed in Chapter II, it is not unusual for educator standards boards to be advisory.

The Connecticut Advisory Councils for Teacher and Administrator Professional Standards were formed by statute in the early 1990s, after the legislature considered but decided not to form an educator professional standards board with more authority.[2] Council members are appointed by the governor, legislative leaders, the State Board of Education, and educator professional associations. Both councils are to have 17 members, with the following distribution:

- eight educators (with six teachers and two administrators for the teachers' council, and six administrators and two teachers for the administrators' council);
- one representative each from a preparation program and a local or regional board of education;
- two public members;
- three business and industry representatives; and
- two parents of public school children.

Neither council has an educator majority. The councils each convene between five and seven times annually, including one voluntary joint meeting.

Duties. The statutory duties of the councils are the same:

- advise the State Board of Education, governor, and the legislature's education committee on matters related to teachers or administrators;
- review and comment on preparation and certification standards;
- report annually on activities and recommendations; and
- develop a code of professional responsibility (i.e., ethics).[3]

Activities. The councils have fulfilled their duties to develop codes of professional responsibility (now one unified code) and issue annual reports, but have less consistently engaged in their advisement and review responsibilities. At times, the councils have given feedback to SDE on proposed regulation changes and other matters, such as secondary school reform, following presentations by the department to the councils. More recently, the administrator council gave extensive feedback to the department on new draft administrator professional standards, early in the development process. However, the councils do not conduct thorough review of all proposed certification requirements, other draft regulations, or pending legislation.

[2] P.A. 90-324 for teachers, and P.A. 92-262 for administrators.
[3] C.G.S. Secs. 10-144d and 10-144e

Often, a council meeting agenda – particularly for the teacher council – consists of updates from the education department on topics selected by interested council members, according to program review committee staff conversations with the council chairs and the education department. These updates are informational for the members but generally do not lead to the councils proactively creating or shaping policy.

How Other Licensed Professions' Regulation Compares to Educators'

To compare governance of educator regulation to other professions within Connecticut, it is useful to review how licensure is regulated for occupations with certain similarities. More than 130 professional licenses are issued by Connecticut state government.[4] Staff determined similarity by examining credential requirements and employment conditions. Educators must have a bachelor's degree – with graduate education required as experience accumulates – to be certified, and are mainly unionized public employees. It appears that no other profession has similar education requirements and employment conditions, so the two aspects are addressed separately.

Other licensed professions requiring at least a bachelor's degree for initial licensure. Educator governance is not different than other professions with a similar baseline education level, because there is no consistency in whether those professions have a standards board. Twenty-one of the thirty-six licenses other than educator that require a bachelor's degree are overseen, in some way, by a professional standards board (58 percent).[5]

There is no pattern in whether a profession has a board or not, in terms of initial licensure requirements examined beyond a bachelor's degree: whether initial licensure must involve graduate study, national certification or passage of a national exam, or nationally accredited preparation. (For initial licensure, teachers do not have those requirements.[6]) The closest association between initial requirements and having a board is that 95 percent of professions with a board require national certification or passage of a national exam – which is also necessary for 67 percent of professions without a board.

For more information on other professions at the bachelor's level, including a chart that shows, for each, whether there is a board and the initial licensure requirements, see Appendix B.

Other licensed professions with mainly unionized public employees. Educator governance is different from the two other professions with similar employment circumstances to teachers – firefighters and police officers. Each of those is overseen by a state-level, statutorily authorized professional standards board that issues certification and administers discipline. Until recently, the respective boards have also fully controlled and administered training for those professions. Unlike educator certification, fire and police certification does not require a bachelor's degree.

[4] According to PRI staff review of Connecticut Licensing Info Center (CT-CLIC), the state's online database of licenses, certificates, and permits.

[5] Including attorneys, which are overseen by various committees with attorney majorities – thereby having the spirit of a professional standards board.

[6] Teachers need to have a bachelor's degree and to pass certain basic skills and content knowledge exams that are not nationally set. They are not required to have completed a nationally accredited preparation program; national certification is intended for advanced teachers only, and is optional.

Similar licensed professions' standards boards' duties and staffing. For those similar professions with standards boards, the precise duties of the boards vary, as shown by the profiles in Appendix C. In all cases, however, the boards administer discipline, and some boards also approve preparation programs. All standards boards (except attorneys') are attached to executive branch departments that ultimately make final decisions on licensure requirements and other matters of regulation, as well as consent to the boards' approval of preparation programs.

The vast majority of boards does not have their own staff; instead, executive branch personnel carries out licensure processing, investigations, board administrative support, and other tasks. The exceptions are the police council, fire commission, and accountancy board, all of which historically have enjoyed periods of independence but recently came under the purview of an executive branch agency (for police and fire) or the Secretary of the State (for accountancy).

Chapter II

Educator Regulation in Other States: Professional Standards Board Models

Other states regulate educators in a variety of ways. Some rely solely on an education department (acting for a state board of education). Others split functions between the department and a professional standards board, or, like Connecticut, have a standards board whose role is to give recommendations to the education department. Several states delegate almost all educator regulation functions to an independent standards board.

The sparse literature generally categorizes models in terms of educator professional standards board authority:

- *Autonomous* boards make final decisions (19 states, including at least one state that also has an advisory board);
- *Semi-autonomous* boards jointly make decisions with the state boards of education (4 states); and
- *Advisory* boards give recommendations to the state boards of education (21 states, including Connecticut).[7]

Six states do not have any kind of educator professional standards board.

These categories address only a board's level of authority; scope and precise functions are also important. For example, an autonomous board might have authority over: mainly educator discipline (six states); both policies and administration for the major aspects of educator regulation, licensing, discipline, and educator preparation (nine states); or fall somewhere in between (four states). Appendix D shows the variety of boards across states.

Generally, professional standards boards comprise a mix of teachers and administrators. Of the 38 states that have boards as well as available board composition information, 16 have a teacher majority. Many boards' membership also includes educator preparation program faculty and public members. A few boards are statutorily required to have business community representation.

Each of the 50 states has particular characteristics that are likely to impact the structure and performance of its education system, such as past student achievement, quality of educators, perceptions of the education profession, statewide wealth and wealth distribution, geographic region, and a state's relationship with other levels of government. Because each state has a

[7] To provide current information on other states, PRI staff conducted web research, following up with phone calls to states when the model category was unclear. The categorizations, then, largely are based on what was available on the internet, typically descriptive blurbs, annual reports, or meeting agendas and minutes. In some states, the board or education department websites specified that the boards and board functions were statutorily authorized, or links to the statutes were given, but this was not the case for all states.

unique mix of characteristics, it is unclear whether a type of board that is successful in one state will achieve the same results in a different state.

To better establish which board models, if any, might work well in Connecticut and thus warrant PRI study, staff attempted to identify those states which were most similar to Connecticut and its education system. Seven case study states were selected for their similarity to Connecticut, using committee staff's statistical analysis of a range of education and demographic characteristics, as detailed in Appendix E.

The selected states happened to mirror the national distribution of standards board models: three are advisory (Massachusetts, New Jersey, and Rhode Island); one is semi-autonomous (Maryland); and three are autonomous (Kentucky, Oregon, and Washington). Information from extensive conversations with stakeholders, as well as reviews of documents (e.g., authorizing statutes and annual reports), is reflected in the model descriptions. The attributes of each board are summarized in Table II-1. Profiles of the case study states, along with an expanded comparison table, are provided in Appendix F.

Table II-1. Summary of Case Study State Board Attributes

	MA	***NJ***	***RI***	***MD***	***KY***	***OR***	***WA***
Role and Duties							
Policy authority	Advisory			Semi-Auton.	Autonomous		
Major policy areas	All	Professional development	All	Certification	Certification, prep. programs	Certification, prep. programs,	Prep. programs, certification
Administrative areas	None	None	None	None	All (and discipline)	All (and discipline)	Prep. programs
Membership							
Majority	Educator	Teacher	Educator	Educator	Teacher	Educator	Teacher
Appointed by	Ed. Comm.*	Ed. Comm.*	Assns.**	Gov.	Gov.	Gov.	Gov.
Term length (yrs.)	3	2	-	3	4	3	4
Term limit	2 consec.	4	-	-	-	2	2
Other Characteristics							
Established	1980s***	1998	2001	1971	1990	1965	2000
Last major change	1993	-	-	1991	2000	1979	2005
Funding source	-	Ed. Dept.	-	Nominating assn.	General Fund	Cert. revenue	General Fund
Funding annually	-	Min. travel expenses	-	Min. travel expenses	$9m	$2.5m	$1.7m

* Education commissioner
**Associations
***Precise year of origin unknown
Source: PRI staff - 2011

Models

The rest of this chapter explains basic information, strengths, and weaknesses for three major educator professional standards board models, based on level of autonomy. It also suggests some ways to potentially alleviate weaknesses, where possible. The models presented are informed by program review committee staff's research on case study states and Connecticut's current model.

Advisory Boards

The advisory board model leaves all decision-making authority over policies and administration with the state board of education or its equivalent. These boards, which usually have limited resources, can look quite different from each other due to variety in scope and role.

Scope. An advisory board can have a broad or narrow scope. Connecticut and Rhode Island's boards have broad scopes, because they are charged with advising on all aspects of certification. Massachusetts's board scope is broad, as well – the group reviews all matters related to educational personnel. New Jersey's advisory board, however, has a more narrow scope, advising on the implementation of a professional development system, and teacher ethical and professional standards (but not certification matters).

Role. Advisory boards take on greatly different roles, depending on statute or practice. A board might:

- *be responsible for developing proposals*, as New Jersey's board does for all professional development requirements and guidelines, and as Massachusetts's board seems to have done in the past for certification requirements;

- *collaborate with the education department on developing proposals*, as Rhode Island's board did in the past; or

- *be an outside voice to advise the state board of education or other policymakers*, quite publicly as Rhode Island's board does now (it recently issued formal resolutions presenting recommendations to the state board), or with a lower profile and/or less consistently, as Massachusetts and Connecticut's boards do.

Staffing. The case study states' advisory boards, and Connecticut's, do not have their own designated staff. Instead, for each board, a liaison from the education department assists by scheduling meetings, drafting statutorily required reports, and carrying out the board's work in other ways. Most board liaisons spend little time on board-related tasks; the exception is New Jersey's liaison, a full-time education department employee who dedicates nearly half her time to work under the board's purview of professional development. New Jersey also employs a part-time outside consultant who helps facilitate the board's meetings.

In addition to a board liaison, a higher-level education department staff person can be assigned, whose role is to help set the board's agenda, hear the board's feedback and potentially

advocate for the board's perspective, as in Massachusetts. Or, the education department may have personnel on the advisory board, as in Rhode Island.

Funding. An advisory board generally has little, if any, funding. New Jersey's board was the only advisory board explored in this study that had any financial resources. The state's education department provides some limited funding to employ an outside facilitator, reimburse board members for mileage to and from meetings, and provide lunch during meetings.

Strengths. Case study state education stakeholders agreed that having an advisory board is useful to both the education department and the board members. The education department receives feedback from a range of practitioners and representatives through their involvement on the board, which can help department staff understand how to make proposals more feasible and better-received – or where opposition is likely. In addition, when the advisory board supports proposals early on in the development process, the group and its members can become strong early advocates, assisting the department in instituting change. Advisory board members generally agreed that the board helped them build trust across education stakeholders, better understand each others' perspectives, and receive current information on potential changes.

Another strength is that when a board is charged with advising on matters involving implementation, it can help ensure the system is logistically feasible. Practitioners on the board have a sense of what might work (or not), and can use that knowledge to improve proposals or guide development work, as with New Jersey's board.

Weaknesses. For an advisory board with a broad scope, the group's role and power are likely to change substantially over time, based on the personalities and priorities of those in key positions (discussed more below), as seen in Massachusetts and Rhode Island. Because a broad scope advisory board has more leeway in defining its activities, there is more room for fluctuation. However, a broad scope advisory board is able to potentially influence a wider range of topics. A broad scope board's role could be made more consistent by statutorily defining precise activity expectations (discussed more below).

A weakness of any advisory board is that members – and the constituencies they represent – might feel their work on the board has not been useful or valued, if their feedback appears to not have influenced the decision-makers at the education department or state board of education. Consequently, new member recruitment, board attendance, member enthusiasm, and stakeholder relationships with the education department can become problematic.

If there is concern about ensuring that board members and the stakeholder groups they represent have shaped outcomes, another model – requiring the board's approval – is best, because the advisory board model keeps authority with the state board of education. However, giving an advisory board a single, precise task, such as creating a professional development system (as in New Jersey), might increase the likelihood that the advisory board's product will stand, and therefore improve board member and stakeholder satisfaction. In Connecticut, that has not been the case; some advisory board members were unhappy with the recent final version of the ethics code, whose development is the only specific charge of the boards. (The State Board of Education has the authority to set the ethics standards.)

If, however, the concern is that stakeholders have had a chance to influence outcomes and be heard by policymakers, the advisory board model is appropriate. A board's authorizing statute can define precise expectations to ensure the board's voice is heard.

Other considerations. The advisory board model maintains decision-making authority with the governor, education commissioner, and state board of education. Consequently, those parties can make changes without the approval of an advisory board upon which the major stakeholders sit. All three case study advisory board states have been undertaking tremendous overhauls of teacher evaluation, at a relatively quick pace, in response to the federal Race to the Top initiative. In one state, the advisory board vocally opposed that overhaul and other major changes – but the state board of education adopted the reforms anyway.

An advisory board's activity level and role are impacted by who is in the key positions of advisory board chair and education department liaison – and sometimes, the education commissioner. This was a common theme throughout the case study states. To give an advisory board the potential for exercising more influence, the education department liaison should be at a high level, and the board chair should be someone who takes initiative.

Independent staffing of an advisory board appears to be helpful but not necessary. Only one case study board, in New Jersey, had any non-education department staffing, a consultant to facilitate the group. Although all agreed that person was useful, the stakeholders generally attributed the board's success to the group members and the education department liaison (who previously had been the board's chair). If a board is expected to conduct substantial research and writing, then the education department liaison needs to embrace those tasks, advocate for the board, and be knowledgeable in the areas under consideration, as has happened in New Jersey. Alternatively, that work could be done by board members, instead of the education department. Such outside work could be especially helpful when the advisory board's recommendations are crafted to ensure an independent voice, as some stakeholders in other states suggested would be beneficial.

Semi-Autonomous Boards

The semi-autonomous board model gives the educator standards board joint decision-making power with the state board of education. This level of authority is the least common among educator standards board models. Depending on the specifics of board authority and oversight, a semi-autonomous board can resemble either an advisory board with a prominent role or an autonomous board whose decisions can be vetoed. The only semi-autonomous case study state was Maryland.

Scope. A semi-autonomous board can have a broad or narrow scope. Maryland's board deals formally with educator certification issues only, but may be informed or aware of the related areas. A semi-autonomous board may set policy for educator preparation programs, but is unlikely to do so unless approval of such programs lies within the authority of the state board of education (i.e., not with a higher education board or agency).

Role. A semi-autonomous board can assume virtually the same range of roles as advisory boards (discussed above) and autonomous boards (explained below). In some cases, the board

may develop specific regulation changes, either on its own or at the request of another education stakeholder (i.e., the commissioner or state board of education). In Maryland, either the standards board or the state board of education may initiate a proposal; the non-originating body must approve all relevant work.

What makes a semi-autonomous board model distinct is that members are given a chance to approve policy changes. In some cases, this approval is necessary; in others, a standards board veto may be overridden. In practice, a well-functioning semi-autonomous board will have a collaborative relationship with the state board of education and differences in policy options can be resolved.

State board of education oversight of a standards board would likely be in addition to the oversight by the legislature and direction by the governor.

Staffing and funding. Maryland's board has no budget or staffing. The board exists within the state's education department and counts the education commissioner equivalent as a member. In practice, this has meant the director of the certification bureau is the department's designee to the board and facilitates the meetings. All administrative work is performed by the education department. Stakeholders in Maryland indicated that if minimal funding was provided, it would likely be used to reimburse travel expenses, provide lunch for members, and, for school districts employing teacher members of the board, reimburse substitute expenses – something currently done by stakeholder associations in Maryland.

It is possible for any board model to be made semi-autonomous by assigning some joint-decision making power. As such, the funding and staffing of a semi-autonomous model can resemble the range of options from an advisory board to an independent agency.

The four states that currently have a semi-autonomous board all link those boards directly to their education departments, but vary as to whether the boards are funded and staffed as line-items within the education department budgets or unfunded with no designated staff. If a semi-autonomous board is funded within the education department, it is typically appropriated the resources (and responsibilities) equivalent to a certification bureau.

Strengths. Members of a semi-autonomous board have, at a minimum, formal ability to approve or oppose changes to regulation, giving members a greater voice in the process. The joint decision-making authority gives stakeholders (including the education department and state board of education) greater reason to find consensus. Regulation changes might be more feasible or have greater buy-in because multiple stakeholders must agree.

Creating a working relationship between a semi-autonomous educator standards board and the state board of education may allow the state board to focus on other important issues. This link may also help make the point of view of educators more prominent on all issues that a state board of education handles.

Joint decision-making power can help prevent the development of regulations that are overly or needlessly detrimental to any single group, or infeasible.

Weaknesses. Having multiple groups approve the same regulation changes creates an additional level of bureaucracy to the approval process, with two potential negative consequences. First, the approval process could be significantly lengthened. Second, it is also possible that proposals will stall indefinitely because agreement cannot be reached, although that has not yet happened with the semi-autonomous board included in the case studies.

The work to overcome disapproval from either the standards board or the state board of education could be cumbersome. Maryland often uses a committee to resolve minor differences between the state board of education and the standards board, although the state board of education has the authority to override the standards board.

A formerly independent state board of education may be hostile to seeing its authority lessened, even slightly. Further, if, like Maryland, ultimate authority falls to that body, there is little statutory incentive to find common ground. However, it is unclear how often major discrepancies would occur; in Maryland, the state board of education has typically accepted the recommendations of the standards board.

If a semi-autonomous board is not budgeted independently of the education department, it is likely that resources for the board will drain the department to some extent.

Other considerations. While it is difficult to create a collaborative relationship between the regulated and regulators, a semi-autonomous board requires action on behalf of both groups and forces consideration of multiple viewpoints.

If both the standards board and the state board of education make decisions based on the work of the same education department staff, it is unclear whether the underlying policy will be better than if a single group has approval authority. Department staff may be put in a position where they are asked to reconcile multiple, divergent requests – which could be mitigated by clearly defining staff responsibilities.

Autonomous Boards

Autonomous standards boards have sole decision-making authority for the policy or administration of educator professional standards. Autonomous boards vary widely in scope, role, and resources. In many cases, autonomous boards, especially those with staff, are treated as any other executive branch agency in terms of budgeting, executive direction, and oversight by the legislature.

There are 19 states with autonomous boards, but six of those boards are autonomous mainly regarding discipline or ethics. To narrow the range of possibilities to an approachable level, this analysis considers only boards with autonomy in at least one area among educator certification (beyond discipline), educator preparation program standards, or educator

preparation program approval (13 states).[8] The case study autonomous boards – in Kentucky, Oregon, and Washington – varied in scope and role, but none were discipline-only boards.

Scope. The setting of professional standards is likely to be handled by any autonomous board. Beyond that, a board may focus on certification or educator preparation program standards, or both. All three case study states' boards dealt directly with certification and educator preparation in some manner.

An autonomous board was generally considered by stakeholders in other states to have full autonomy if it has approval authority regarding professional standards, certification standards, and educator preparation program standards. An autonomous board might or might not have a formal role in other aspects of educator regulation, such as professional development and evaluation. If a board's autonomy is limited in scope, it is likely to be advisory in the related areas. However, case study state stakeholders reported that the advisory role is often unfulfilled because the board focuses resources on areas of autonomy.

Role. For any particular topic, an autonomous board may handle policy only, or both policy and administration. It is unlikely an autonomous board would handle administration without setting policy for that area. All three case study states are responsible for setting educator preparation program standards and issuing program approvals, though the balance of staff and board member involvement on approval visits varied between states.

The standards boards in Oregon and Kentucky set policy for and administer certification (e.g., issuance). This arrangement results in policy staff working closely with both board members and frontline workers.

In Washington, the board sets certification policy, but certification administration is the responsibility of Washington's education department. This separation of duties creates a natural need for the two agencies to work together while allowing for certification to be administered more efficiently as one of a number of customer service-based functions at the education department.

Staffing. An autonomous board typically has dedicated staff. A policy-only board might have a designated staff member at the department of education or an executive director, while a fully autonomous board with administrative responsibilities is likely to have a mixture of policy and frontline staff. The number of staff needed is highly dependent on the number and type of a board's functions.

Kentucky (35 FTE[9]) and Oregon (25 FTE) have fully autonomous boards that handle a broad range of policy and administrative functions. Washington's board staff is somewhat smaller, at 12.75 FTE, likely because that board does not administer certification or discipline.

[8] New Jersey's autonomous board has decision-making authority on discipline and certain, limited types of application decisions and appeals. Consequently, it is neither a discipline-only autonomous board, nor a moderate or full scope autonomous board, so it is not considered in this sub-section.
[9] FTE means full-time equivalent employees.

Funding. Like staffing, funding varies widely, depending on an autonomous board's scope and role. A policy-only board might have little funding outside the department of education. Washington and Kentucky's boards ($1.7 million and $9 million, respectively) are funded primarily through general fund monies. Both are subject to a budget and appropriation process through the legislature.

Oregon's board ($2.5 million), however, is funded almost exclusively through a dedicated fund from educator certification revenue. Its budget, including certification fee levels, is reviewed annually by the legislature. Though the funding is from a special fund, the board is sometimes asked to make the same kind of cuts as other agencies to achieve savings.

Strengths. There was little doubt that educators' opinions were heard in each of the states with autonomous boards. Whether the board had a teacher majority or an educator majority, all stakeholders felt that teachers had a greater voice because of the board. Similarly, most felt that it was important to have a wide variety of input through a varied membership. Basing regulatory changes on the opinions of experts within the field helped all autonomous boards achieve high levels of consensus. Even when not all parties were completely satisfied with the end product, they tended to respect the validity of the process.

Besides garnering greater levels of educator input, stakeholders also generally reported that having autonomous boards sparked more conversations on the issues around educator standards while allowing education departments to focus on student and district achievement. Stakeholders in those states did not feel that the education departments' ability to improve achievement was negatively impacted by taking away the departments' authority to set certification standards.

Weaknesses. An autonomous board is often subject to the same limited resources as an education department, and might similarly struggle if given too broad a task with too little funding. Likewise, carving resources from the education department might create administrative inefficiencies and leave an under-resourced department with still fewer staff to handle remaining responsibilities. The diminished resources and level of authority are likely to create tension between the autonomous board and the education department.

Staffing an autonomous board creates issues in virtually any configuration. A policy board that is staffed by the education department could find that specific rules are overly burdensome or that unpopular or misunderstood policies are administered poorly. However, fully staffing the administrative functions of an autonomous board may create additional managerial expenses and may add to the regulatory burden of education entities (i.e., school districts and educator preparation programs) that would then have to work with multiple agencies.

Another issue common to the autonomous board model is balancing the desire for broad authority with limited resources and a new agency infrastructure. Many stakeholders in case study states expressed fear over a standards board trying to do too much too soon. The danger of overreaching can be somewhat mitigated by establishing clear objectives and phasing in authority and functions over time.

Other considerations. Depending on the breadth of scope and the particular items addressed, board members may face burdensome time constraints. Member term length, meeting frequency, and the need to travel to meetings can make finding interested, qualified persons somewhat difficult. Additionally, schools and school districts may be reluctant to see master educators forgo in-class or in-school time for tasks outside the district, though many districts and educators see membership as an honor or duty.

In autonomous board states, most teacher or administrator members serve for six years to eight years, regardless of term durations or limits. Because of active practice requirements, educators who retire or move from teaching to administration are replaced on the boards, along with some who give up membership because of the time burden associated with the board.

Most educator associations in states with autonomous boards indicated that it is more important to have high quality educators as members (i.e., master teachers or nationally certified teachers) than to have representatives of educator associations. In fact, most indicated that it would be logistically difficult to have executive leadership of related associations serve on an autonomous standards board because of the time demand.

Chapter III

Options

This chapter presents seven options for replacing Connecticut's current educator professional standards boards with a new board. The options address policy areas and, in some, administrative functions. Options are presented in increasing levels of authority for a standards board, following a discussion of considerations and background. After the options, operational elements that would need to be considered for any selection are explained.

Options 1 through 4 could involve one, some, or all policy areas (i.e., standards for certification, professional expectations, ethical expectations, educator preparation programs, professional development, or teacher evaluation). Options 5 and 6 address particular administration areas (certification issuance and approval and oversight of educator preparation programs, respectively), with Option 6 focusing on a single policy and administration area. Option 7 encompasses all major policy and administration areas.

It would be possible to have a board with multiple authority levels that vary according to the policy area, though not presented below.

To help focus the discussion, not all option permutations are presented. These particular options were selected because they either address intended aims or issues voiced by various Connecticut stakeholders during this study, or were found – as whole models, elements, or suggestions – through program review committee staff's research on case study states.

Decision Considerations and Options Background

Program review staff found no research linking the presence or authority level of an educator professional standards board to better teacher or student performance. It is unclear whether a standards board, with full policy and administration authority, would raise teacher standards – and even if so, staff found no research showing that action to have resulted in improved performance.

Stakeholders have reported a few issues with the current regulatory system. If change is desired, a model might be selected that could fix those perceived problems.

The existing advisory boards – particularly the teacher board – do not actively advise the state board of education and other policymakers to the full extent authorized by statute. This situation could be due to a combination of several historical and statutory features, including a lack of feedback and response to the board's work.

Many stakeholders would like a stronger or deciding voice in the creation of educator standards, whether through the advisory boards or some other method. They believe that the education department and state board of education do not sufficiently use feedback when drafting and advancing educator-related proposals.

Several testifiers at this study's public hearing discussed specific instances where there was a conflict between interpretations of standards and regulation. During the research phase of this study, however, very few education stakeholder organizations expressed dissatisfaction with the education department's certification administration.

Changing governance models could alter how final policy decisions are made, and might change the type of discrepancies or mistakes regarding certification. It is unlikely, however, that any model would be entirely free of differences in opinion or errors. At the same time, each of the options presented does provide for greater stakeholder voice and potential for policy influence, to varying extents.

Raising the profession. Many Connecticut stakeholders believe that having a standards board with authority would elevate the profession of teaching, but there was little consensus on precisely how having a board would do that. In states with autonomous boards, stakeholders asserted that the profession was better off because of the board, but also noted they were unsure whether rank and file educators were aware of the standards board. Other ways to raise the profession suggested by Connecticut stakeholders – either with or without a revised educator regulation model – would be increasing salaries or improving student achievement.

Some stakeholders within Connecticut assert that having an educator standards board with authority would raise the profession by leading to policies that are more rigorous and better-informed about the classroom setting. A few Connecticut stakeholders thought a standards board with authority could lead to an over-emphasis on traditional certification requirements, but those in autonomous states noted that alternate routes to certification have been developed and implemented by their boards.

Scope

Tasks. An important consideration for enabling a board is whether the chosen model will be better than other options at achieving the intended objectives through the completion of specific tasks. Stakeholders in case study states agreed the board's success – regardless of its authority level – was often based on direction provided through leadership and on focusing the board's efforts on specific, achievable goals.

Stakeholders in case study states suggested that a newly established board could perform best if focused on creating specific codes or regulations. It might be easier for a new board to establish its value by addressing emerging policy areas where there is either nothing established, or where the existing documents are widely considered to be in need of updating.

Policy and administration. Even if a board is focused on a particular task or two, it might be appealing and worthwhile, especially among the autonomous options, to enable a board to look at the entire breadth of educator policy. Comprehensively addressing all educator policies, together, could make sense because, ideally, policies complement each other.

Another consideration, on the other hand, is how educator standards policy fits into the larger realm of education policy. To help maintain a link between educator policy and the broader education system, it might be advantageous to split some functions of educator regulation between a standards board and the education department.

Timing

When weighing whether to change Connecticut's current system of educator regulation, policymakers first might consider whether this is the right time to dramatically change the educator regulation system.

This is a time of transition in education. Connecticut has a new governor and a recently appointed education commissioner, both of whom have expressed desires to make potentially major changes. Legislators could decide to allow the governor and commissioner to put forth their education agendas before pursuing a governance overhaul. At the same time, creating a board with some level of authority – either semi-autonomous or autonomous – would substantially reduce the commissioner and State Board of Education's (SBE) ability to shape teacher certification requirements, which could be a lever for improving student achievement.

Nationally, education has become a topic of much discussion. The re-authorization of the No Child Left Behind Act is pending, against a backdrop of widespread concern about student test scores and teacher quality. There is concern among several Connecticut education stakeholders, who otherwise support the concept, that action toward creating a professional standards board with some authority would spark an anti-teacher or anti-union movement in this state.

Options

All options would involve creating a new, single, educator professional standards board; maintaining the status quo is a possible choice but not discussed.

Each option includes a way to help the standards board communicate with the education department, but most stakeholders suggested that the relationships between organizations are personality-driven to some extent. Case study states' stakeholders indicated that communication between the board and education department is a key aspect of a workable model.

Left out of the options are three elements: discipline decision-making, board meetings, and board membership. These elements are discussed separately, at the end of this chapter, because they can or will apply to all models. Discipline decision-making authority could be given to any board selected, and board meetings and membership would need to be determined under any option.

Table III-1 summarizes the seven options, as detailed below.

Table III-1. Options for Replacing Connecticut's Current Educator Professional Standards Boards							
	1: Strong policy advisory role	**2: Strong policy advisory role & limited admin.**	**3: Policy originating (advisory or semi-autonomous)**	**4: Policy authority & limited admin.**	**5: Certification policy authority & certification admin.**	**6: Broad policy authority & prep. program admin.**	**7: Full policy authority & admin.**
Authority level	Advisory		Semi	Autonomous			
Certification policy	Advisory	Advisory	Develop (and joint decision)	Autonomous	Autonomous	Autonomous	Autonomous
Certification admin.	-	Cert. decision appeals	-	Cert. decision appeals	Autonomous	-	Autonomous
Prep. program policy	Advisory	Advisory	Develop (and joint decision)	Autonomous	-	Autonomous	Autonomous
Prep. program admin.	-	-	-	-	-	Autonomous	Autonomous
Discipline	Possible	Possible	Possible	Possible	At least appeals	Possible	Autonomous
Other educator-related policies	Advisory	Advisory	Develop (and joint decision)	Possible	-	Possible	Possible
Increase stakeholder voice	√ Somewhat ←	√	√	√	√	√	√ Greatly →
Board with authority		√	√ (if semi)	√	√	√	√
Decreased State Bd. of Ed. authority		√ Slightly ←	√ (if semi)	√	√	√	√ Greatly →
Emphasizes:	Strengthening current system via mandatory comment	Resolving certification disputes	Developing proposals based on educator experience	Educators developing and setting policy	All certification issues	All policy affects prep. programs	Educators fully setting & administering policy
Staff and funding	None	None	Minimal	Limited	Some	Some	Most

Notes: "Autonomous" means the board would develop and set policies by itself.
"Semi-autonomous" or "Semi" means the board would have joint decision-making power with the State Board of Education.
"Prep." is preparation; "Admin." is administrative functions (not administrators).
"Other Educator-Related Policies" includes: ethical standards; professional expectations; professional development; and teacher evaluation.
Discipline (e.g., certificate revocation) could be handled by a board charged only with that task, any of the board options, or the education department.
Source: PRI staff

***Policy Decision*: If the aim is to strengthen stakeholders' voice by increasing potential influence over policy-making, but keep final authority and administration with the State Department of Education (SDE) and SBE:**

Option 1: Strong policy advisory role

- Mandatory comment on all relevant proposals before the State Board of Education. The standards board's recommendation(s) and rationale would be required to be presented by the advisory standards board chair, and a written copy would be provided to SBE members in advance of its meetings.

- Expected to actively advise the legislature and governor on pending relevant proposals.

- Authority to develop its own proposals, if desired, and share with the education department and the State Board of Education.

Implementation. The associate commissioner of the education department's Division of Teaching, Learning, and Instructional Leadership would be a non-voting ex-officio member, to provide the standards board with high-level influence within the department.

Staffing and funding. The education department would provide a liaison for administrative board support and to ensure the standards board comments on relevant proposals before the State Board of Education. The liaison would also be responsible for informing the standards board on proposals before the legislature or governor, so the board has the opportunity to comment before action is taken. Board members would write the standards board's recommendations, to make certain opinions are accurately portrayed. The board would not be independently funded or staffed.

Connecticut considerations. Most Connecticut stakeholders do not want to continue the advisory board model – a few were largely unaware of the councils and their work. This option, however, is substantially stronger than what currently exists, and would give stakeholders the stronger voice that many want. Right now, there are two advisory councils which meet infrequently, discuss whatever is of interest to their members, sometimes advise the education department on relevant matters, and only share recommendations with the State Board of Education, the legislature, and the governor through annual reports – which often address new laws, not pending matters.

This option would remedy those deficiencies and require no additional funding. It might also help diminish the current reliance on a patchwork of legislative and ad hoc committees. However, it would not satisfy stakeholders who want the authority to set and/or administer policies.

***Policy Decision*: If the aims are to strengthen stakeholders' voice and elevate the profession by having educators resolve certain certification applications, but keep final policy authority and all other administration with SDE and SBE:**

Option 2: Strong policy advisory role and limited administration

- Policy advisory role as in Option 1.

- Hear and decide appeals to certification issuance decisions. Could also handle discipline decisions, as with all options.

Implementation. Same as for option 1.

Connecticut considerations. This option would address many stakeholders' desires for both a stronger voice in policy-making and having a board with some authority. This board's authority, however, would be highly limited and not include policy-making. Yet, it is closest to what currently exists for those other Connecticut professions that have a standards board (if the board were also given authority over discipline decisions).

***Policy Decision*: If the aim is to strengthen educators' voice through greater policy influence, but reserve some level of authority and all administration for SDE and SBE:**

Option 3: Policy originating (not decision-making)

- Development of all relevant proposals must begin with the board. Proposals would be initiated through own discretion or by directive from the State Board of Education.

- Either advisory or semi-autonomous:

    - If advisory, board would be required to submit comments as part of the regulation promulgation process and other processes. Comments would explain differences between the standards board recommendations and SBE-approved proposals.

    - If semi-autonomous, decision-making authority shared by the standards board and SBE. Differences in proposals could be resolved directly, or left for the legislature to act upon.

Implementation. The education commissioner, or a high-level designee, would be a voting ex-officio member charged with ensuring that the board has adequate administrative resources and is collaborating with the department. To reduce the possibility of a veto through inaction, the board would need to act upon directives from the state board of education within a set time frame. The state board of education must respond to standards board proposals within 60 days, or the proposal would move forward as written.

Staffing and funding. The commissioner's designee, and other department staff as necessary, would facilitate the board and ensure that proposals are actionable. The board could use education department resources for minimal staffing and funding.

Connecticut considerations. By mandatorily creating initial policy proposals, either a strengthened advisory or semi-autonomous board would help frame policy discussions. Either policy originating option would help formalize the input from the board and provide members with information on how input was received and used.

The semi-autonomous version of a policy-originating board appears to be a middle ground between giving all policy development and decision-making ability to a standards board or leaving it with SBE. It seems to balance creating a new decision-making power with mitigation of the potential dominance of a particular group's view or agenda. Further, the need for joint approval of policy changes would force the resolution of specific differences through mutual consent. Most Connecticut stakeholders expressed interest in this option.

However, some stakeholders in Connecticut, and most interviewed in other states, believe that the creation of another decision-making power would add a needless layer of bureaucracy and may create crippling delays in necessary changes. If that is a concern, then the advisory version of this option would be preferable.

***Policy Decision*: If the aim is to elevate the profession by giving educators decision-making authority on policy, but conserve administrative resources:**

Option 4: Policy authority and limited administration

- Autonomously approve standards.
- Hear and decide appeals to certification issuance decisions. *As in Option 2*

Implementation. The board would begin with autonomy in a narrow policy area with specific one-time and ongoing objectives to fulfill. The board's scope may be expanded over time given past performance and ever-changing areas of need. Enabling legislation for the board could include short- and long-term milestones to meet in order for the board to continue and/or expand.

Regardless of policy staffing decisions (below), administration would continue with SDE staff performing related functions (e.g., certification issuance and educator preparation program approval), as currently happens.

Staffing and funding. This board could require dedicated staff and limited additional funding. Setting and moving the policy agenda and otherwise facilitating the board would require either an executive director or a designated staff member from SDE.

Connecticut considerations. Several Connecticut stakeholders expressed preference for a policy-only autonomous board. Educators would have a crucial vote on policies. Board members would be free of administration and therefore able to focus on high-level issues. Furthermore, the creation of an additional executive branch agency with numerous staff is avoided. There is also a possibility that separating policy from administration functions provides a foundation for collaboration between educators and SDE (as well as SBE).

However, unless authority is limited to an undeveloped or underutilized policy area, giving a standards board authority means decreasing the current authority of the state board of education and/or commissioner. In addition, SDE would be implementing policy changes that, without formal administrative input in the process, might not be technically or financially feasible.

***Policy Decision*: If the aim is to elevate the profession by having educators control certification:**

Option 5: Certification policy authority and certification administration

- Autonomously handle all certification policy and issuance. Board may advise regarding other educator issues, but its only involvement is indirect.

- Include, at least, appeal hearings for disciplinary measures. Creates a link between certification issuance and revocation.

Implementation. The standards board would be a standalone agency with a separate budget and physical location from SDE.

Staffing and funding. Most of the resources of the education department's certification unit would be transferred to the new standards board agency. The standards board would create and approve certification requirements. Educator preparation program approval and oversight administration and the approval of all other policies would remain at the education department and state board of education.

Connecticut considerations. Recent changes to Connecticut's certification requirements were slow and contentious. Creating an agency specifically to deal with educator licensure could speed the process in the future and would allow educators to have direct say in admission to the profession. However, few stakeholders in Connecticut expressed a desire to have educators (along with other stakeholders) fully regulate themselves.

Removing certification authority from the education department would narrow its focus, but could harm the agency as informal information sharing between the certification bureau and other divisions would be diminished.

Stakeholders in Connecticut expressed aversion to the risks and time associated with creating a new agency. Additionally, a new agency would likely have some start-up costs in addition to using the resources currently allocated to the education department for certification.

Complete removal of the certification authority of the state board and department of education is likely to face significant opposition from the same. The state board of education would still be responsible for student performance, but would lose control over a major policy area that may influence student performance.

***Policy Decision*: If the aim is to elevate the profession by focusing the board's work on educator preparation:**

Option 6: Broad policy authority and administration only of educator preparation programs

- Autonomously set standards for, approve, and monitor educator preparation programs.
- Autonomously set all other policies (including certification). Certification administration would remain in SDE.

Implementation. The standards board would be a standalone agency with a separate budget and physical location from SDE.

The standards board would be directly responsible for the approval and monitoring of preparation programs. A combination of board staff and members would participate in the approval process, with final approval of programs by the full standards board.

Staffing and funding. The board would require staff and funding. Some resources of the certification bureau of SDE would be transferred to the new standards board agency. Necessary resources would be higher than a policy-only board, but lower than a board that handles certification administration.

Implementation and considerations for the broad policy authority would be similar to option 4.

Connecticut considerations. Connecticut stakeholders report that the relationships between educator preparation programs and other stakeholders regarding educator standards have been informal, through the programs' participation in ad hoc committees. While there have not been many specific problems with these informal relationships, it is possible that formally linking the preparation programs with other education stakeholders through a standards boards may yield tangible gains. For example, currently preparation programs are required to find suitable in-class experiences for certification candidates, but school districts have no mandate to provide those experiences. This discrepancy could be addressed by a standards board.

Educators on the board would gain familiarity with preparation program through approval site visits associated with the program approval process, while preparation programs would get direct feedback from the board members, which would include the certified population and other stakeholders.

Objections to this option are likely to be a mix of those in options 4 and 5. There would also likely be objections by the higher education institutions to further regulation of any sort, especially as they are asked to interact with the new standards board and continue working with SDE on certification administration issues (i.e., providing transcripts of certification applicants).

Governor Malloy has expressed an interest in better linking preparation programs to teacher and student outcomes. It is possible a standards board focused on educator preparation could oversee this work.

***Policy Decision*: If the aim is to elevate the profession by having a standards-board led agency comprehensively address and administer all aspects of educator regulation:**

Option 7: Full policy authority and administration

- Autonomously set all standards (professional, certification, educator preparation, ethics) and conduct all administration (certification and educator preparation).

- Expected to actively work to improve the education profession and implement programs at the direction of the legislature and/or governor.

Implementation would be a combination of options 5 and 6. A new agency, led by the standards board, would be created.

Staffing and funding. The entire educator standards and certification bureau of SDE would be reallocated to the new standards board agency. It is possible increased funding may be necessary to compensate some existing positions for taking on greater responsibilities. Stakeholders in autonomous states indicated that additional resources were needed for personnel management. This expense may be somewhat mitigated in Connecticut if a board's personnel needs are able to be addressed by the Department of Administrative Services' SmART unit.

Connecticut considerations. Considerations and objections would be a combination of options 5 and 6. The state's largest teachers' union has been vocal in its call for a full scope autonomous board. However, no other licensed profession in Connecticut has this level of autonomy. Also, no other education stakeholder group in Connecticut expressed a desire for a comprehensive board of this nature. Many stakeholders felt that some level of autonomy was desirable, but questioned both the reasoning and timing of a change this drastic.

Option Elements

Discipline

Discipline decisions (i.e., whether certification should be revoked) can be considered separately from the board options presented above. The three possibilities, and reasons for each, are discussed below.

1. Keep discipline entirely with the education department: There does not appear to be dissatisfaction with the education department's discipline decisions or process, based on committee staff conversations with education stakeholders. (The process is described within Appendix A.) Many states use this model.

2. Create a standards board charged solely with making discipline decisions: This could be done either with or without a second standards board that has other responsibilities. In the first case, if it is not possible to reach a decision on the level of authority an educator standards board should have over policy, a professional board with authority over discipline might still elevate the profession by enabling licensed members to enforce ethical standards. In the second case, it could be wise to focus a standards board's work on policy and perhaps other administration; discipline decisions could consume a substantial portion of a board's attention. It

appears one or only very few states have an educator standards board whose only responsibility is discipline decision-making, as most boards have an advisory role otherwise. New Jersey has a board charged with making discipline decisions and determining whether to issue certification in questionable cases.

3. Assign discipline decisions to a standards board with other responsibilities: It could make sense to have a single standards board, instead of two separate boards. Further, if a standards board sets or advises on certification requirements and/or handles certification administration, it could be logical to also give certification discipline investigations and decision-making to that board. Many states have a standards board that handles discipline and other functions, in either an advisory or, more often, authoritative role. Most similar, licensed professions in Connecticut have boards that make discipline decisions, approve preparation programs jointly with the executive branch department, and are advisory on all other matters. Stakeholders in the two case study states with autonomous boards that handle discipline, Kentucky and Oregon, indicated that taking on the task of license revocation was an important part of maintaining autonomy and raising the profession, despite the resource-consuming nature of the function.

Meetings

The meeting schedule and location for board members must be considerate of the classroom and school obligations of the educators involved. Case study states reported meetings from half a day monthly up to three days per quarter. The more authority a board has, the greater time it may need at a single meeting to consider and act. In general, autonomous boards met less frequently but longer than advisory boards.

In order to minimize the inconvenience to members outside the capitol area, meetings can be held at various locations throughout the state. The use of teleconferencing technology can also help ensure that as many members as possible are actively engaged.

Membership

Standards board member selection, term length and limits, composition, and size must be considered, if forming a new board.

Selection. Standards board members can be selected in various ways described below. The methods that involve selection by only the governor or education commissioner are more likely to ensure geographic and racial/ethnic diversity. It is also possible that it will be easier for a single selector to keep positions filled.

1. Governor or commissioner selects: In the case study states, all three autonomous and one of the three advisory boards use this method. The governor or commissioner seeks association input in selecting board members, but is not statutorily required to do so. Nearly all other Connecticut professions with standards boards have their board membership appointed by the governor. Based on what the case study states do, a governor's selections could require confirmation by the Senate, while a commissioner's selections could be confirmed by the state board of education.

- *Benefit*: Could lead to best policy coherence
- *Drawbacks*: Could give governor more power than desired by the legislature

2. Governor or commissioner appoints with association nominations required: In the case study states, the semi-autonomous board (governor) and one advisory board (education commissioner) use this method, as do, in Connecticut, a few standards boards for other professions.

- *Benefit*: Balance governor / education commissioner and association policy preferences
- *Drawback*: Could antagonize associations if their choices are not selected

3. Direct selection by associations: One advisory board state uses this method.

- *Benefits*: If association leadership appointed, could build trust and collaboration among stakeholders; simplicity
- *Drawbacks*: If association leadership appointed, could magnify personality or other conflicts between stakeholder groups, and leaders might not have sufficient time to devote to board. There would be no mechanism to address the overall diversity of membership.

A combination of these approaches may also be used, with multiple appointing authorities (i.e., governor, legislature, and associations). However, based on the experience in case study states and Connecticut, having multiple appointing authorities may increase the number or duration of vacancies.

Members are asked to represent themselves, broad stakeholder groups, stakeholder associations, or some combination of all three. The degree to which members must balance their own experiences and expertise with the platforms of nominating policy groups may differ based on the appointment method.

Regardless of how members are selected, it is important to be sure that board members have initiative, knowledge, and dedication, particularly in the board's beginning phase. Case study state stakeholders emphasized that this is critical to a board's success. Potential members could be vetted through a formal Senate confirmation process, if selected by the governor, or an informal process, such as one selected and conducted by the staff of the governor, education commissioner, and/or the associations.

Term length and limit. Board members' statutory term length is generally between two and four years, for the case study states; it is four years for the members of current professional standards boards in Connecticut.

Terms are limited in some of the case study states – most often to two consecutive terms – and for Connecticut professional standards boards (the same). It should be noted that, for several Connecticut professional standards boards, the term limits are not effective because the law allows members to serve until replacements are appointed.[10]

[10] C.G.S. Sec. 4-9a(c))

There are several benefits to having meaningful term limits and turnover on board membership. First, new ideas and personalities can bring an infusion of enthusiasm and different perspectives to the board's work. Second, any personality conflicts that arise during the board's work are not permanent features of the board. Third, members do not become overly authoritative.

One drawback to term limits for standards boards is the potential for a lack of institutional memory. That aspect could be alleviated by staggering terms or through the involvement of staff from the board (if any) or the education department. Another potential drawback to term limits is the more frequent need to find new, interested, qualified members.

Composition. Most (four of six) case study states' board membership is defined by statute, as it is for Connecticut professional standards boards. In the case study states without defined membership representation requirements, one simply states that there must be an active teacher majority, and the other has no specifications.

If composition of a board would be defined, then decisions need to be made regarding representation from:

- **Educators**: A professional standards board should have a majority of its members be active practitioners of the profession. The majority could be formed through either teachers or educators (teachers and administrators). The case study states that have autonomous or semi-autonomous boards are split between teacher and educator majority. Teachers far out-number administrators, so it would make sense to give them more representation, but perhaps not a majority, since the board would be governing both types of educators. Case study states with educator-majority autonomous boards have teacher membership just below a majority.
    - Teacher membership should include a variety of disciplines, with members representing elementary and secondary education and special education.
    - Teacher membership could include those who work in charter schools, or in private schools. Only one case study state specifically calls for representation of private schools. Other states varied, from private practitioners being eligible for educator spots (but rarely chosen) or having a public employment requirement.

- **Higher education**: Faculty and deans of educator preparation program are directly impacted by changes in certification and preparation program standards and can make a similar case to educators for the need for their voice to be heard. All case study states include one or more higher education representatives. There is some variety in the number and type of higher education representation, based, perhaps, on the range of governance of higher education institutions in general. Some case study states' boards have representation from both public and private higher education institutions that prepare teachers and administrators.

- **The education department and/or State Board of Education**: Some case study states have this representation on their educator standards boards; some do not. A few Connecticut standards boards for similar professions do. An educator board could benefit from this representation because it could force more collaboration with the education department. However, a board could be considered more independent without it – though the autonomous and semi-autonomous board members in case study states that have it, do consider those boards to be fully independent.

- **The public**: Generally Connecticut professional standards boards have one-third public members who cannot be associated with the profession being regulated, unless exempted from the statutory requirements (C.G.S. Sec. 4-9). This board could be exempted from that requirement, since many education stakeholders might be included and adding an additional one-third could make the group an unwieldy size. Policymakers should consider, however, whether they want representation from parents of current schoolchildren, the legislature, or the business community on the board. Often, in the case study states, one or more local school board members represent the public at large.

For comparison purposes, a summary and complete listing of similar Connecticut professions' standards boards' membership, including composition, is in Appendix G.

Size. The standards boards in the case study states ranged from membership of nine to 25 (Rhode Island's advisory board and Maryland's semi-autonomous board, respectively). Connecticut professional standards boards considered in this study have between five and 20 members, with a median of seven. There could a concern that a large board might not function well; however, that did not seem to impede board effectiveness in the case study states.

Appendices

Appendix A

Connecticut's Current System for Regulating Educators: Details

The State Board of Education (SBE) is charged with setting and overseeing educator standards and certification. The board's policies are developed and implemented by the State Department of Education's (SDE) Bureau of Educator Standards and Certification.

Certification

Setting standards. The State Board of Education, through SDE, is responsible for developing and guiding the implementation of certification requirements. Core requirements for each of the three levels of certificate – initial, provisional, and professional – involving experience, tests, and education are in statute. Coursework and other requirements for specific areas of teaching, support services, and administration – called "endorsements" – are in regulation, adopted by SBE.

To become certified, educators must pass tests regarding basic skills (for admission to a Connecticut preparation program) and content area knowledge. Connecticut uses the Praxis series tests, developed and administered by ETS. The passing scores are set by SBE, based on the recommendation of a standards-setting panel convened by the education department. The panels are composed of Connecticut teachers and preparation program faculty.

Developing changes to standards. SDE generally creates proposals and then convenes informal advisory committees specifically to receive feedback on them.

The most recent round of comprehensive certification changes has taken several years to refine. The effort began in 2005, when the previous attempt to change requirements failed, and might culminate next year with approval from the legislature's Regulation Review Committee. The process started with recommendations from SDE's curriculum unit staff, who obtained input from content area education associations. The department then embarked on a series of efforts to get feedback and suggestions from educators and other stakeholders, culminating in extensive discussions in summer 2010. The regulations were approved by SBE in December 2010. The Attorney General required some revisions.

Although many groups were formed and consulted, the statutory teacher and administrator advisory councils appeared not to play a role in shaping the requirements but were updated multiple times on the effort's progress. The councils were unmentioned by the many education stakeholder groups program review staff interviewed in the committee's 2008 study of teacher certification.

This effort to change the certification requirements involved substantially more input from outside groups than the previous attempt. New regulations were adopted in 1998, but implementation was delayed through legislative act just before the effective date in 2003. The State Board of Education requested the delay, due to concerns from education department staff,

educator preparation programs, and school districts. In the end, the regulations were repealed without having taken effect.

Certification-related changes may also be developed and implemented through legislative action. The major recent instance of this method occurred with the replacement of the state's teacher induction program, Beginning Educator Support and Training (BEST), with the Teacher Education and Mentoring (TEAM) program. P.A. 08-107 eliminated BEST and created a task force to make recommendations regarding the structure and requirements of a new mentoring-focused induction program. The task force consisted of legislators, educators, preparation program faculty, parents, the SDE commissioner, and representation from the various education associations. The group issued a report that formed the basis of the new TEAM program, established through P.A. 09-6 (Sept. Sp. Sess.).

Administration: Issuing certification. SDE's Teacher Certification Unit is responsible for processing, reviewing, and deciding certification applications. In FY11, the unit's 12 certification analysts and six support staff received 26,168 applications for certificates, permits, and authorization.

Applications may be denied for reasons listed in statute (e.g., criminal or unethical behavior). These applications are researched by a staff member and then evaluated by a team of three veteran analysts. The analysts' recommendations are considered by the bureau chief, who makes the decision.

Denied applicants may appeal through a process set out in regulation. A panel of three veteran non-certification staff reviews the application and meets with the applicant (as well as the person's attorney), before issuing a decision. The panel decision is final for an applicant not currently holding an SDE credential. An applicant with a credential, who was denied by the panel, may request review by the State Board of Education. The applicant may appeal once more, to the Superior Court. Three applicants for certification were denied in FY 11.

Applicants who are determined to be currently ineligible due to coursework, assessment, or other deficiencies are notified. There is no formal appeal process for these decisions.

As part of its certification issuance duties, unit staff handles questions and information requests from educators and districts. The program review committee's 2008 study of teacher certification found, through surveys, that both groups generally are satisfied with the timeliness and quality of customer service provided.

Administration: Disciplining certified educators. Certification may be revoked by the State Board of Education and the SDE commissioner for several reasons listed in statute. The process for revocation is set out in regulation.

Conviction of certain crimes leads to automatic certificate revocation. An educator may request reinstatement, with the commissioner responding to the educator and SBE. The state board of education issues a recommendation, and then the commissioner gives a final decision. Five educators had their certificates automatically revoked in FY 11.

In other situations, it must be established that a "preponderance of evidence" indicates a revocation reason is present. These revocation proceedings are initiated by a request received by the commissioner from any person with a legitimate interest. If the commissioner finds probable cause for revocation, and the educator does not surrender the certificate, there is either a public hearing process involving a hearing officer or SBE committee, or a written report by the commissioner. Then, SBE takes a roll call vote, which the commissioner uses to make the final decision. Eight educators' certificates were revoked through this method in FY 11.

Administration: Monitoring district compliance. Connecticut state law requires teachers employed in a public school district have appropriate state certification. SBE is charged with ensuring this law is followed. Accordingly, SDE annually reviews compliance, following up with districts where records indicate staff might not be appropriately certified. In cases where non-compliance is not resolved, the State Board of Education is authorized by statute to make the district forfeit a grant payment of $1,000 to $10,000 during the subsequent fiscal year, but this authority has not been used.

The program review committee recommended in 2008 that SDE take several particular actions to strengthen district compliance, after finding that at the end of a school year, some districts still employed improperly or uncertified educators. SDE subsequently has improved the speed of the compliance review process by using its new automated certification system, incorporated compliance monitoring into its charter review process, and indicated the 2010-11 year-end compliance report will be included on SBE's fall meeting agenda. Program review committee recommendations to fine and/or publicly release the names of non-compliant districts have not yet been occurred.

Ethical Standards

The teacher and administrator advisory councils' authorizing statutes required them to each develop a code of professional responsibility. They did so, writing and voting to accept the codes. The councils have revised the codes at SDE's request in 1999, 2006, and 2007-08. The most recent updating effort merged the two codes into a single educator code, which was approved by the councils that same school year. A few years later, the new code was packaged with the Common Core of Teaching foundational skills, approved by the State Board of Education in spring 2010. The educator code was also included in the new certification regulations package. SDE reports the code is used by school districts to make termination decisions.

Professional Standards

The State Board of Education adopts educator professional standards, which are what the state expects of its educators in terms of professional knowledge and practice.

The current professional standards are the Connecticut Common Core of Teaching (for teachers) and the Standards for School Leaders (for school administrators). Both were adopted in 1999 and aimed to reflect then-current research. SDE personnel report that Connecticut was among first of the states to adopt educator professional standards. The Common Core of Teaching is supposed to be the foundation for the state's and districts' efforts regarding educator

preparation, induction, teacher evaluation, and professional development. It involves both foundational and content area-specific skills.

The Common Core of Teaching is in the process of being updated. A new foundational skills section was approved by SBE in 2010. The content-specific skills sections are also under revision. They are expanding from 10 to 18 content areas. In addition, the Standards for School Leaders are undergoing major revisions.

Educator Preparation Programs

Setting standards. To recommend graduates for entry-level certification, Connecticut educator preparation programs must be approved by the State Board of Education. The state board also sets the program requirements and approval process, through regulation.

Since July 2003, Connecticut's preparation program approval standards have been the national standards of the National Council for Accreditation of Teacher Education (NCATE). Each Connecticut program can choose whether to pursue state or joint state-NCATE accreditation, which is more expensive, rigorous, and prestigious.

Administration: Approving programs. The State Board of Education makes approval decisions, based on recommendations from SDE and two program review teams. New programs must be approved by both SBE and, in the past, the Board of Governors of Higher Education. (The higher education agency approval portion is in flux, due to the recent restructuring.) An approved program must be re-approved by SBE every seven years.

The process's main feature is a visit to the higher education institution or organization by the "visiting team." The team, made up of higher education faculty, teachers, and school administrators, are volunteers who have been trained by SDE in the national standards and Connecticut requirements. A joint state-NCATE visit involves NCATE members and may take more time.

A review committee, consisting of higher education and preK-12 representatives (with SDE and DHE each adding one non-voting member), recommends to the SDE commissioner whether to approve the program. Committee appointees are approved by SBE and serve three-year terms.

The SDE commissioner then considers the review committee's recommendation, as well as any university response to the committee, and issues a recommendation to SBE. The board determines whether to give approval, and if so, at what level: full, provisional, or probationary.

Administration: Monitoring programs. Regulation allows the SDE commissioner to conduct preparation program reviews, other than at the scheduled approval time, for any of several reasons: noncompliance with state admissions requirements, poor candidate performance on the Praxis II content area exam or in the state teacher induction program, or written concerns submitted by program students or graduates.

SDE annually reviews performance by university on the Praxis II and other required teacher candidate tests. When poor performance is discovered, the department has met with the programs to encourage and facilitate improvement.

Administration: Assisting programs in improving. SDE's teacher certification unit sometimes assists educator preparation programs with quality improvements, outside the program approval process. SDE received $2 million in federal grant money in the early 2000s to improve teacher quality. This funding was used to assist teacher preparation programs in developing both standards and assessments for their candidates, and a common student teaching evaluation rubric. All programs were invited to participate but not all did. The department reports that recently, school district superintendents have been working directly with some programs to push for improvement. The department believes those efforts have been successful.

Professional Development Standards

Professional development meeting specific requirements is mandatory for renewal of the highest-level educator certificate. These continuing education unit (CEU) requirements are set out in statute. Statute also establishes that districts must offer a certain number of CEUs annually. Organizations and businesses that wish to offer CEUs must first be approved by SDE.

Professional development is expected of all educators and offered by all districts. SDE issues guidelines that give school districts principles upon which to base the focus, design, and documentation and evaluation of professional development, with the aim of fostering educator growth. Because there is some belief that evaluation and professional development should be linked, with professional development addressing areas of potential growth identified in the evaluation, the current guidelines – adopted by SBE in 1999 – apply to both. Focus groups and meetings with preparation programs, as well as education associations, were instrumental in the guidelines' development.

Public Act 10-111 formed a Performance Evaluation Advisory Committee, which was charged with developing more prescriptive guidelines for a model educator plan (described further, below). SDE anticipates that effort will give rise, within the next few years, to revision of the professional development guidelines.

Teacher Evaluation Standards

The State Board of Education issues guidelines for teacher evaluation. As mentioned above, the current guidelines – from 1999 – address both teacher evaluation and professional development, simultaneously.

SDE has been developing new guidelines since 2007, but the effort gained new direction and urgency in 2010. P.A. 10-111 requires the department to issue teacher evaluation guidelines that include student academic growth, and local district evaluations to be consistent with the SDE guidelines, by July 1, 2013. In developing the guidelines, the department is to work with a newly established Performance Evaluation Advisory Committee, consisting of: the SDE and DHE commissioners; one representative each from the associations for the local boards of education, superintendents, school administrators, and teachers; and people selected by SDE, including teachers and experts in performance evaluation processes and procedures.

[Blank page]

Appendix B

Other Licensed Professions Requiring a Bachelor's Degree

Thirty-six licenses other than educator require at least a bachelor's degree for initial licensure, as shown in Table B-1. Of these, 21 are overseen by a professional board (58 percent), including attorneys, which are regulated by the Judicial Branch and several professional committees. Fifteen licenses are completely regulated and administered by the relevant executive branch department.

Licenses Requiring a Graduate Degree. Some licenses – 23 overall – require a graduate degree for initial licensure. The graduate degree requirement does not appear to be strongly associated with whether a license has a professional board: 29 percent of licenses with a board do not require a graduate degree, while 53 percent of licenses not overseen by a board do require it.

An entry-level educator license does not require a graduate degree, but 30 graduate-level credits (equivalent to a master's degree) must be earned before the mandatory highest-level license is attained.

Licenses Requiring Nationally-Approved Preparation or Certification. Of the 21 licenses overseen by a board, 20 (95 percent) require either passage of a nationally-set examination or the individual to be nationally certified.[11] Fourteen (67 percent) require completion of a nationally accredited preparation program.

Of the 15 licenses not overseen by a board, 10 (67 percent) require passage of a nationally-set examination or the individual to be nationally certified. Only six (40 percent) require completion of a nationally accredited preparation program.

Educators eligible for Connecticut licensure must have passed basic skills and, generally, content knowledge exams. The exams are the Praxis series and the Pearson reading test, which are used by many, but not all, states. Passing scores are set by the states, and vary. Connecticut does not require applicants to have completed nationally accredited educator preparation programs. At the individual level, national certification of educators is a rigorous, optional process open to veteran teachers and not intended for initial certification.

[11] Only one of the 20 – pharmacist – has a nationally-set examination but a state-set score; the others with nationally-set examinations also have nationally-set scores.

Table B-1. Regulation of Professional Licenses Requiring At Least a Bachelor's Degree				
Profession	***Department***	***Initial Requirements***		
		Grad. Study	***Nat'l Exam or Cert.***	***Nat'lly Accred. Prep.***
Has a Board(s) (21)		***15 (71%)***	***20 (95%)***	***14 (67%)***
Architect	DCP	---	Yes	Yes
Professional Engineer	DCP	---	Yes	Yes
Land Surveyor	DCP	---	Yes	Yes
Landscape Architect	DCP	---	Yes	Yes
Pharmacist	DCP	Yes	Yes	Yes
Licensed Environmental Professional	DEEP	---	---	---
Dentist	DPH	Yes	Yes	Yes
Nurse – APRN	DPH	Yes	Yes	---
Nurse – RN	DPH	---	Yes	---
Optometrist	DPH	Yes	Yes	Yes
Physical Therapist	DPH	Yes	Yes	Yes
Physician Assistant	DPH	Yes	Yes	Yes
Physician	DPH	Yes	Yes	Yes
Physician – Chiropractor	DPH	Yes	Yes	Yes
Physician – Homeopathy	DPH	Yes	Yes	Yes
Physician – Naturopath	DPH	Yes	Yes	Yes
Physician – Podiatrist	DPH	Yes	Yes	Yes
Psychologist	DPH	Yes	Yes	---
Veterinarian	DPH	Yes	Yes	---
Certified Public Accountant	SoS	Yes	Yes	---
Attorneys	Jud. Br.	Yes	Yes	---
No single board (15)		***8 (53%)***	***10 (67%)***	***6 (40%)***
Asbestos Consultant – Inspector/Mgmt Planner	DPH	---	---	---
Asbestos Consultant – Project Designer	DPH	---	---	---
Athletic Trainer	DPH	---	Yes	Yes
Audiologist	DPH	Yes	Yes	Yes
Counselor – Alcohol and Drug	DPH	Yes	Yes	--
Counselor – Professional	DPH	Yes	---	---
Dietician-Nutritionist	DPH	---	---	---
Lead Consultant – Inspector Risk Assessor	DPH	---	---	---
Marital and Family Therapist	DPH	Yes	Yes	---
Nurse Midwife	DPH	Yes	Yes	Yes
Nursing Home Administrator	DPH	Yes	Yes	Yes
Occupational Therapist	DPH	---	Yes	Yes
Registered Sanitarians	DPH	---	Yes	---
Social Worker – Clinical	DPH	Yes	Yes	Yes
Speech and Language Pathologist	DPH	Yes	Yes	---
Source of data: PRI staff review of statute and communications with Executive Branch department staff - 2011				

Appendix C

Regulation of Similar Licensed Professions in Connecticut

This study considered licensed professions that are similar to educator in either education level required (at least a bachelor's degree) or employment circumstances (mainly public unionized employees). The regulation of similar licensed professions is described below. To develop these summaries, program review committee staff examined statutes, had conversations and exchanged e-mails with executive branch staff, and reviewed executive and judicial branch websites.

Department of Consumer Protection: Four Boards Oversee Five Licensed Professions

Five licensed professions within the Department of Consumer Protection (DCP) require a bachelor's degree; all are overseen by one of four boards. (One board governs two professions.) All five professions require prospective licensees to have successfully completed both a nationally accredited preparation program and a national examination. Only one of the five requires graduate study for an entry-level license. Collectively, these boards are staffed by approximately seven FTE DCP employees, who handle board support, license processing, and investigations.

Four of the professions (with three boards) are within DCP's Trade Practices Division: architect, professional engineer, land surveyor, and landscape architect. All these boards are charged with discipline and, with DCP's consent, prescribing the examination (which, for all, is a national exam). The statutory authority of the boards differs in other respects. For example, the architect board has the authority to adopt regulations regarding eligibility for the licensing exam, while the landscape architect board lacks that authority (which then belongs to the department). The department reports that the boards may choose to hold sole licensing and discipline power (e.g., approve all licenses issued and make all decisions regarding complaints), or allow the department to handle those tasks. The department generally is responsible for adopting regulations.

The remaining professional license requiring at least a bachelor's degree, pharmacist, is within DCP's Drug Control Division. The pharmacy board is charged not only with regulating pharmacists and related occupations, but also with overseeing the dispensation of and practices related to pharmaceuticals. The board administers discipline, selects the licensing exam and administers it, and approves preparation programs. The department's roles are to consent to the licensing exam chosen by the board, and, with the board's advice and assistance, adopt regulations.

Department of Energy and Environmental Protection: One Board Oversees One Licensed Profession

One licensed profession within the Department of Energy and Environmental Protection (DEEP), environmental professional, requires a bachelor's degree; it is overseen by a board. Licensure does not require the completion of a nationally accredited preparation program or a

national exam. The board receives staff assistance from two DEEP personnel, who have other, additional responsibilities.

The board is charged with handling discipline (although the department imposes any penalties) and, with the department's consent, prescribing the examination, which is unique to Connecticut. The examination development group consists of licensed environmental professionals selected by the board, DEEP staff, and the examination contractor. The department's roles are to consent to the licensing exam chosen by the board, and, with the board's advice and assistance, adopt regulations. DEEP reports that, in practice, the board and department each have initiated licensure changes, and the board's input is sought in making any changes.

Department of Emergency Services and Public Protection: Two Boards Oversee Two Licensed Professions

Two professions are similar to educator regarding employment circumstances. Both were formerly governed solely by their boards – fire and police – but are now are under the purview of the new Department of Emergency Services and Public Protection (DESPP). Until coming under DESPP as of July 1, 2011, both boards had full control over certification and standards, and directly offered training. The boards were within the former Department of Public Safety for administrative purposes only; human resources and payroll functions were handled by the Department of Administrative Services' (DAS) SmART unit.

Police. Police are overseen by the Police Officer Standards and Training Council (not including state police). State law requires officers to be certified within one year of hire; police officer instructor certification is also offered. Certification as an officer involves 22 weeks of training, weekday residence at the academy (if done at the main campus in Meriden), and an extensive series of examinations. There are approximately 9,150 certified police personnel. Two council staff handle certification and accreditation.

In accordance with P.A. 11-51 and P.A. 11-61, DESPP is now the operator of the Connecticut police academy and the provider of training services, in consultation with the council. The department determines regulations – with the commission's recommendation – and training fees (in consultation with the commission).

Fire. Fire personnel are overseen by the Connecticut Commission on Fire Prevention and Control. Firefighters are not statutorily required to be certified, but a survey by commission staff indicates "career" fire departments (versus volunteer) do require certification. There are 40 different certifications offered; 26,810 firefighters hold at least one certification (excluding firefighters granted Connecticut certification through reciprocity with other states). One commission staff person handles certification processing; she is overseen by a director with additional responsibilities.

Under the 2011 public acts that also applied to police, DESPP is now the operator of the state fire school and the provider of training services. The department determines regulations – with the commission's recommendation – and training fees (in consultation with the commission). Connecticut's fire certification program is both nationally and internationally

accredited, somewhat unique among the states, which means that the certification transfers to all other states. It should be noted that Connecticut's fire standards have been the national standards, adopted by reference, so the fire commission did not actively created standards when that was fully within its purview.

Department of Public Health: 11 Boards Oversee 13 Professions; 15 Professions Have No Board

Twenty-eight professional licenses within the Department of Public Health (DPH) require at least a bachelor's degree. Of these, 13 are overseen by a board or commission. (There are 10 boards and one commission; two boards each oversee two professions.) All but four of the bachelor's-level professions are health care practitioners; the others pertain to environmental health.

The health care practitioner licenses at the bachelor level require applicants to take a national exam.

Eleven of the 13 licenses overseen by a board require preparation programs to be nationally accredited, but only two require the individual to be nationally certified. All licenses overseen by a board except registered nurse require graduate study. Those 11 health care professions not overseen by a board require national accreditation for six licenses; individual-level national certification for two; and graduate study for eight.

The environmental health licenses (none of which is overseen by a board) require applicants to take a Connecticut-specific exam that is in line with national standards, or, for registered sanitarians, a national exam. The lead and asbestos licenses' training courses are approved by DPH and must be in line with national EPA standards. No particular registered sanitarian training is required (although applicants must have worked for two years, full-time, in environmental health). Graduate study is not required for any environmental health license.

Board support and licensure functions are split among DPH staff. The department deploys 3.5 FTE legal office staff as board support (e.g., scheduling meetings), for all its boards. For the whole health care practitioner section – including non-bachelor's level professions – there are 46 staff who handle license processing and investigations; one of those persons spends about one-quarter of their time processing environmental health license renewals. The environmental health section has three license processing and investigations staff, although an additional 30 staff spend at least a portion of their time performing environmental health investigations. Finally, seven FTE attorneys in the department's legal office prosecute disciplinary cases regarding both sections, as well for as the Office of Emergency Medical Services and the Day Care Licensing Program.

For those bachelor-level professions with boards, the boards are charged with discipline and the issuance of declaratory rulings. For professions not requiring preparation programs to be nationally accredited (effectively, only nursing and psychology), the board approves the programs, and gives advice and consent to licensure requirements. The department's roles are to set the licensure requirements, issue licensure, consent to the board's preparation program

approval, and adopt regulations, as well as conduct investigations for disciplinary reasons. The department handles all tasks for licensed professions without boards.

Judicial Branch: One Board and Multiple Committees Oversees One Profession

Lawyers, who must have a graduate degree in law, are licensed by the state of Connecticut. Unlike every other licensed profession or occupation in Connecticut, which are regulated by the executive branch, the legal profession is regulated by the judicial branch, i.e., the judges of the superior court. The Connecticut Practice Book adopted by the judges of the superior court is the governing source for attorney regulation; it includes ethics standards and court operation and procedures rules. Presently there are over 35,000 licensed lawyers in the state.

The entry requirements to be a Connecticut lawyer (beyond graduate education) include a national examination, a Connecticut-specific examination, and character checks. The entry requirements are established and overseen by the State-Wide Board Examining Committee. The 24–member committee is appointed by the judges of the superior court and must include at least one judge with all the rest attorneys. The committee receives staff support from the Chief Court Administrator of the judicial branch

A detailed multi-step process is in place to handle complaints against lawyers for misconduct, which may be filed by anyone. The process involves: a State-Wide Bar Counsel who, along with assistant bar counsel, manages all the complaints; local grievance panels (in each judicial district) that first consider the complaints to determine whether probable cause exists that misconduct occurred, which have full-time counsel to investigate and assist them; and a State-Wide Grievance Committee that receives and disposes of the complaints for which probable cause was found.

The State-Wide Bar Counsel, the local grievance panels (each with two attorneys, one public member and one alternate attorney), and the State-Wide Grievance Committee (14 attorneys and 7 non-attorneys) are all appointed by the judges of the superior court.

Secretary of the State: One Board Oversees One Profession

Certified public accountants (CPAs) and accounting firms are overseen by a professional standards board: the State Board of Accountancy. Individuals applying for a C.P.A. undertake a series of national exams, but do not need to have completed a nationally accredited preparation program. The equivalent of a master's degree is required.

Full staffing for the board is considered to be five; however, there were two vacancies as of October 2011. The staffing level is impacted by the license renewal frequency, which in Connecticut is annual.

The accountancy board has been in and out of various agencies within Connecticut state government. The board was fully independent until the Filer Commission of 1976, which placed it within the Department of Consumer Protection. In 1985, the board was moved to the Secretary of the State's office. Twenty years later, the board was moved to the Office of Policy and Management; a few years after that, it was attached to the DAS SmART unit. The board was

independent for policy and oversight purposes until recently, when it moved back to the Secretary of the State's office, as of July 1, 2011, with P.A. 11-48. The legislation did not specifically address how the change would affect the board's powers and duties. It is assumed, however, that the Secretary of the State will be required to approve any regulation changes desired by the board, and the board will retain its discipline authority.

[Blank page]

Appendix D

States' Educator Regulation Board Models

Table D-1. States' Educator Regulation Board Models, By Level of Authority			
State	***Scope****	***Functions***	***Teacher Majority***
Autonomous boards make decisions (19 states).			
Alaska	Limited	Establish ethics, admin. discipline, completes background check	Yes
California	Full	Handle educator preparation, licensing, discipline	No
Florida	Limited	Admin. discipline	Yes
Georgia	Full	Handle educator preparation, licensing, discipline, recruitment	No
Hawaii	Full	Handle educator preparation, licensing, discipline	No
Illinois	Limited	Admin. discipline, advise on educator preparation, licensing, and recruitment	No
Iowa	Moderate	Handle licensing, discipline	No
Kentucky	Full	Handle educator preparation, licensing, discipline	Yes
Minnesota	Full	Handle educator preparation, licensing, discipline	Yes
New Jersey**	Limited	Admin. discipline, handle certain license applications	No
Nevada	Limited	Establish educator preparation and licensing standards	No
North Dakota	Full	Handle educator preparation, licensing, discipline	No
Oklahoma	Moderate	Handle educator preparation and recruitment, sets licensing test standards, offers professional development	Unclear
Oregon	Full	Handle educator preparation, licensing, discipline	No
Pennsylvania	Limited	Admin. discipline; advise on educator preparation and licensing standards, and educator preparation effectiveness	Yes
South Dakota	Limited	Establish ethics, admin. discipline	Yes
Vermont	Full	Handle educator preparation, licensing, ethics	Yes
Washington	Moderate	Handle educator preparation, develops licensing standards; advises ed. dept. on discipline, recruitment, evaluation	Yes
Wyoming	Full	Handle educator preparation, licensing, discipline	No
Semi-Autonomous boards make decisions jointly with others (4 states).			
Delaware	Limited	Develop licensing standards; determine what professional development merits additional compensation	No
Maryland	Limited	Develop licensing standards	No
Mississippi	Moderate	Develop educator preparation and licensing standards; admin. discipline	No
Texas	Moderate	Develop educator preparation, licensing, and ethics standards; admin. discipline	No
Advisory boards provide advice (21 states).			
Arizona	Unclear	Separate board of education advisory committees for: Professional practices, certification, certification appeals	Unclear
Arkansas	Moderate	Develop and recommends educator preparation and licensing standards, discipline procedures; review educator preparation program audits	No

Connecticut	Full	Advise on licensing, discipline, recruitment, professional development and evaluation, regulations; develop ethics standards	No
Idaho	Moderate	Advise on licensing standards, ethics, professional development	No
Kansas	Moderate	Advise on educator preparation, licensing, and ethics standards	No
Louisiana	Unclear	Unclear; at least advise on assessment passing scores	No
Maine	Moderate	Advise on educator preparation, licensing, and professional growth	Yes
Massachusetts	Moderate	Advise on induction standards, educator preparation program approval, and recruitment	No
Missouri	Moderate	Advise on educator preparation and licensing	Yes
Montana	Full	Advise on licensing, discipline, and ethics standards, and educator preparation program effectiveness	Yes
Nebraska	Moderate	Develop ethics and professional standards, advise on discipline and education improvement	Yes
New Hampshire	Limited	Advise on licensing, professional growth	No
New Mexico	Full	Advise on educator preparation, licensing, and discipline	Yes
New York	Full	Advise on educator preparation, licensing, and discipline decisions; develop ethics, professional development, and teacher evaluation standards	Unclear
Ohio	Moderate	Develop and advise on licensing standards	No
Rhode Island	Limited	Advise on licensing standards	No
Tennessee	Moderate	Advise on educator preparation and licensing, generally	No
Utah	Moderate	Advise on and conduct hearings for discipline; develop ethics standards	Yes
Virginia	Full	Advise on educator preparation, licensing, and discipline standards, and preparation program approval	Yes
West Virginia	Full	Advise on educator preparation, licensing, and professional development standards, and recruitment	Yes
Wisconsin	Full	Advise on licensing standards, develop educator preparation, discipline, and teacher evaluation standards	Yes
No Board (6 states)			
Alabama; Colorado; Indiana; Michigan; North Carolina; and South Carolina			

*PRI staff determined the scope assessment for each state as follows:
For autonomous boards: "Full" scope autonomous boards at least handled all aspects – from setting requirements to administering – of educator preparation, licensing, and discipline. "Moderate" scope autonomous boards either handles two of those three areas, or handles one area other than discipline and develops or sets licensing standards. "Limited" scope autonomous boards only administer discipline / set standards.
For semi-autonomous boards: "Moderate" scope boards at least develop standards in educator preparation and licensing. "Limited" scope boards develop standards in just one of those areas.
For advisory boards: "Full" scope boards advise / develop standards in more than three of the major areas of duty. "Moderate" scope boards advise on at least three areas or on educator preparation and licensing, or develop standards. "Limited" scope boards advise on two or fewer areas.
**New Jersey has both an autonomous board that handles discipline and certain types of licensure applications, and an advisory board that focuses on professional development and professional standards.
Source: PRI staff - 2011

Appendix E

Case Study States: Selection Methodology

To establish which board models, if any, might work well in Connecticut and would thus be ripe for further study, staff attempted to identify those states which were most similar to Connecticut and its education system. The selection of other states was accomplished by compiling and analyzing data on areas that both serve as proxies for underlying characteristics of states' education systems and help differentiate states in areas where Connecticut stood out. A summary of student demographic and achievement information is presented in Table E-1, while teacher and statewide education information is given in Table E-2.[12]

In looking for those states similar to Connecticut, staff compiled a wide range of data but has presented just those variables that appear to best describe Connecticut and its education system. In no case was a state either chosen or rejected as similar because of incompatibility with a single item or area. Rather, states were chosen because of their similarity to Connecticut in several broad areas.

Student demographics and performance. Connecticut is one of just 11 states where black students and Hispanic students each represent greater than ten percent of all students. Connecticut generally ranks highly in measures of overall student success, like test scores, Advanced Placement test participation rate, and graduation rate, but maintains one of, if not the highest racial and/or ethnic achievement gaps. As such, the most comparable states regarding student demographics and achievement are those states with multiple, distinct non-white populations with similar or better overall achievement and/or achievement gaps.

Eight states had a percentage of black students similar to the percentage in Connecticut and also had lesser achievement gaps in reading or math than Connecticut. Of those eight, only Kentucky and New Jersey also had similar or better graduation rates for black students.

Connecticut's percentage of Hispanic students yielded seven states, including Massachusetts, Oregon, and Washington, with a like percentage and similar or lesser achievement gap between Hispanic students and white students. New Jersey and Rhode Island also had similar or better Hispanic graduation rates.

Regarding other demographic measures, Connecticut ranks in the lower half for the percentage of students with disabilities and has one of the lowest percentages of students from low-income households.

[12] Tables E-3 and E-4, at the end of this section, show those states that are statistically similar to Connecticut in regard to a particular characteristic. Any symbol indicates a state is within a narrow range of Connecticut, with the plus symbol ("+" in blue) showing the states in range and slightly higher than Connecticut and the minus symbol ("-" in purple) showing those similar states slightly below Connecticut.

Table E-1 provides a summary of the student characteristics. The table shows the median of all US states, Connecticut's value and rank, and how many states were statistically near Connecticut (within one-quarter of a standard deviation).[13] The table also shows which of the selected states were similar to Connecticut in each area.

Table E-1. Student Characteristics For School Year 2008-09*

	State Median	*CT*	*CT Rank*	*# States Near CT*	KY	MA	MD	NJ	OR	RI	WA
Student Demographics											
Total Number of Students	677,452	567,198	29/50	18	X		X				
Percent Black	10.7%	13.9%	21/50	8	X			X			
Percent Hispanic	9.3%	17.1%	12/50	7		X		X	X	X	X
Percent White	66.8%	64.5%	28/50	6					X	X	X
Percent Children with Disabilities	14.0%	12.2%	35/48	7			X				X
Percent Low Income Students	39.1%	29.9%	48/50	7		X		X			
Percent of Students Who Took an AP Exam	21.6%	29.8%	11/50	5		X					
Graduation Rate											
Black*	72.0%	88.0%	1/47	4				X		X	
Hispanic*	70.0%	80.0%	8/47	7			X			X	
White*	86.0%	96.0%	1/47	1				X			
All*	82.8%	92.6%	2/50	1							
NAEP Scores											
Math Grade 4	241	245	6/50	9			X				
Math Grade 8	284	289	9/50	5			X				X
Reading Grade 4	222	229	2/50	3				X			
Reading Grade 8	265	272	3/50	4				X			
NAEP Achievement Gap#											
Math Grade 8 - White-Hispanic	24	34	1/44	2		X					
Reading Grade 8 - White-Hispanic	21	27	6/42	7		X				X	
Math Grade 8 - White-Black	30	37	6/42	4			X				
Reading Grade 8 - White-Black	25	34	1/41	2							

Achievement gap numbers are the net of scale scores (white student minus minority). Ranks in this area are from the largest to smallest achievement gaps

"X" indicates state is within similar statistical range

*School year 2006-07 for the black, Hispanic, and white state graduation rates. 2007-08 for the "All" rate.

Sources: Federal Department of Education, PRI staff analysis

[13] All of the rankings listed in Table E-1 and Table E-2 indicate Connecticut's rank in descending numerical value, regardless of the positive or negative connotation of the individual variable. For instance, Connecticut's ranking of #1 in White-Hispanic 8th Grade math achievement gap indicates that such gap is the largest of the 44 states with information available.

Teacher and statewide education features. As this study pertains to educator professional standards governance, several factors that likely affect and reflect the teacher workforce were compared between states. A summary of teacher and statewide facts is provided in Table E-2.

Table E-2. Teacher and State Characteristics

	State Median	*CT*	*CT Rank*	*# States Near CT*	**KY**	**MA**	**MD**	**NJ**	**OR**	**RI**	**WA**
Numbers of Students and Schools (2008-09)											
Total Number of Schools	1,374	981	33/50	18	x		x		x		
Total Number of Students	677,452	567,198	29/50	18	x		x		x		
Students per School	517	578	15/50	15	x	x	x	x			
Teacher Salary and Household Income											
Average Teacher Salary (2010)	$49,585	$64,350	5/50	2			x	x			
Median Household Income (2008)	$50,173	$68,595	3/50	4				x			
Average Salary as a Percentage of Median Household Income	99.8%	93.8%	35/50	11				x			x
Teach for America Presence (2011)	33 states	Yes	-	32	x	x	x	x		x	x
Active Right-to-Work Law (2011)	22 states	No	-	27	x	x	x	x	x	x	x
NCLB Progress (2008-09)											
Percent of Core Academic Classes Taught by Highly Qualified Teachers	97.4%	99.1%	7/50	20	x			x			x
Percent of Schools with "In Need of Improvement" Status *	12.3%	24.2%	9/50	5							x
Percent of Public Schools Making Adequate Yearly Progress	70.0%	58.9%	35/50	6	x						
Public School Choice Because of NCLB											
Total Number of Students Eligible	48,082	98,858	16/50	14	x			x			x
Percent of Eligible Students Who Participated	1.2%	0.5%	36/46	35	x	x	x	x		x	x
Race to the Top Grants Awarded (2011) **	11 states	No	-	38		II	II			II	

*Connecticut has the 8th highest percentage of schools in this category.

** Connecticut was not awarded a grant in either of the programs two phases. A "I" or "II" marking for other states, in this table and in Table III-4, indicates which round the state received an award.

Sources: Federal Department of Education, NEA, Census Bureau, PRI staff analysis

According to the National Education Association, the average teacher salary in Connecticut is the fifth highest, behind leaders New York, Massachusetts, and California, and comparable to Maryland and New Jersey. However, average teacher salaries in Connecticut are less than the state's median household income, as they are in half of all states.

An additional characteristic that could influence the educator population and distinguish a state's approach to education is the level of flexibility in obtaining certification. The Teach for America program typically serves sizable pockets of low-income student populations through expedited teacher preparation programs. Therefore, the presence of one or more Teach for America regions might signify that state policies are more amicable to alternative teacher preparation programs than in states without the program. Currently, Teach for America has regions in 33 states, including six of the seven states selected for case study.

"Right-to-work" laws are enacted in 22 states and prevent "closed shops," where an employee must be a member of a union as a condition of employment. As such, the strength of the teachers unions, and conditions for teachers themselves, in right-to-work states might differ from those in the 28 states, including Connecticut, with no such law. Eighteen non-right-to-work states also had a Teach for America presence, like Connecticut. Six of those 18, including Kentucky, New Jersey, and Washington, additionally had a percentage of "highly qualified teachers" akin to Connecticut.[14] The combination of these three characteristics suggests that the educator populations, state policy approach, and union strength in those six states could be comparable to Connecticut.

Compliance with or achievement of No Child Left Behind (NCLB) requirements serve as an indicator of a state education system's relationship with and reaction to federal policy, as well as a reflection of achievement gaps and the rigor of state-selected exams. Connecticut has a relatively low percentage of schools making adequate yearly progress (AYP), similar to Kentucky. Connecticut also has a high percentage of schools that have failed to meet AYP goals for two or more consecutive years, classified as "In Need of Improvement," like Washington.

One consequence for schools failing to make AYP is that students are given greater flexibility, via school choice, to transfer out of geographically-assigned schools. The number of students eligible for the NCLB public school choice in Connecticut is similar to 14 other states, including Kentucky, New Jersey, and Washington. However, the percentage of eligible students participating in NCLB school choice is very low for most states, including Connecticut.

Beyond looking at compliance with established policy, an education system may be more or less flexible regarding new federal policies, programs, and goals. The most recent, high-profile example of adaptability to federal educational policy is through the awarding of competitive "Race to the Top" grants.[15] Over two phases, eleven states and the District of Columbia were awarded the grants, including three - Massachusetts, Maryland, and Rhode Island - of the seven states that will serve as case studies. In the upcoming case studies, staff will attempt to discern whether the states' boards impacted the awarding of these competitive grants.

[14] Per the 2001 No Child Left Behind Act: "To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach."

[15] The grants were awarded in two phases. Every state submitted an application for at least one of the two phases. Besides the two states ineligible for phase II because of awards in phase I, 14 states did not apply to either the first or second phase.

Table E-3. Student Demographics and Performance	AK	AL	AR	AZ	CA	CO	CT Rank	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MA	MD	ME	MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VA	VT	WA	WI	WV	WY
# of Students		+	-			+	29					-				-	+	+		+			+		-				-			-	-			+	+			+					-					-	
% Black Students							21								-		-													+		-		+	-		+					+							
% Hispanic Students							12						-						-											+						-		+					-			-			
% White Students			+			-	28																													+		+			+					+			
% Children with Disabilities							35											+		-						+	+														-		-			-			
% Low Income Students							48												+				+					+			+												+		-				+
% of Students Who Took an AP Exam							11												+		+						-															-			-				
Graduation Rate																																																		
Black			-				1																								-	-						-											
Hispanic							8									-				-				+		-				+								+											-	
White							1																								-																			
All							2																-																											
NAEP Scale Score																																																		
Math Grade 4							6									-				-	-					-	-	-							-			-										-		
Math Grade 8							9									-				-																		-									-	-		
Reading Grade 4							2																							-	-															-			
Reading Grade 8							3																							-	+							-								-			
NAEP Score Gap																																																		
Math Grade 8 - White-Hispanic					-		1												-																															
Reading Grade 8 - White-Hispanic					+		6						+						+				+											-				+	-											
Math Gap, Grade 8 - White-Black						-	6													-			-						+																					
Reading Grade 8 - White-Black			-				1																																									-		

Table E-4. Teacher and Education Features	AK	AL	AR	AZ	CA	CO	CT rank	DE	FL	GA	HI	IA	ID	IL	IN	KS	KY	LA	MA	MD	ME	MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VA	VT	WA	WI	WV	WY
Students and Schools																																																			
# of Schools:		+	+				33						-			+	+	+		+	-				-	-			-			-	-				+			+	-			+					-	
# of Student		+	-			+	29					-				-	+	+		+			+		-				-			-	-			+	+			+				-					-	
Students/School		-		-			15							-	-		-	-	-	+					-		+				+			+				-				+		-						
and Household Income																																																			
Avg. Teacher salaries							5													-											+																				
Median Household Income	-						3				-									+											+																				
Avg Salary as % of Median Household Income				-			35									-							-	+				+	-		-		-										+			+	-			
Teach for America Present in State		x		x	x	x	x	x	x	x	x			x	x		x	x	x	x		x	x	x	x		x				x	x	x	x		x		x	x	x	x	x	x				x	x		
Right-to-Work Status		x	x	x					x	x		x	x			x		x							x		x	x	x				x			x				x	x	x	x	x	x					x
NCLB Progress																																																			
% of Core Academic Classes Taught by Highly Qualified Teachers						-	7					+		-			-					+				-	-	+	-	+	+	-			-	-					-	-	+		-		-	-		
% of Schools with "In Need of Improvement" Status	-						9						+																				-						-								-			
% of Public Schools Making AYP	-					-	35							+			+																-		+																
Public School Choice Because of NCLB																																																			
# of Students Eligible			+			-	16				-		-	-	-		-					-	-								+	+								+		-					+			
% of Eligible Students Who Participated	-	+	-	-		+	36	+	+		+	-	-	+	+		+		-	+		-	-		+				-	+	+	+	+	+	+	+		-	+	+			+	+	+		+	+	+	
Race to the Top Grants Awarded								I	II	II	II								II	II							II							II	II			II			I									

Appendix F

Case Study States: Overview Table and Profiles

The case study states for this project are listed below by authority level, along with the page number on which the profile for each state begins:

- Advisory: Massachusetts (p. F-3), New Jersey (p. F-5), Rhode Island (p. F-9)
- Semi-autonomous: Maryland (p. F-12)
- Autonomous: Kentucky (p. F-14), Oregon (p. F-17), Washington (p. F-19)

Table F-1 displays, for each state, basic information on the boards: duties, level of authority, membership composition, meeting frequency, and funding.

Table F-1. Case Study State Board Attributes

	Advisory			*Semi*		*Autonomous*	
	MA	***NJ***	***RI***	***MD***	***KY***	***OR***	***WA***
Policy Areas*							
Professional Standards	Advisory	Advisory	Advisory	None	Full	Full	Full
License/Certification Policy	Advisory	None**	Advisory	Semi	Full	Full	Full
Educator Preparation Standards	Advisory	None	Advisory	None	Full	Full	Full
Ethical Standards/ Professional Responsibility	Advisory	Advisory	Advisory	None	Full	Full	Advisory
Professional Development	None	Advisory	Advisory	None	None	None	Advisory
Evaluation	Advisory^	None	Advisory^	None	None	None	Advisory
Administrative Areas*							
License/Certification Administration	None	None	None	None	Full	Full	None
Educator Preparation Program Accreditation	None	None	None	None	Full	Full	Full
Discipline	None	SB of Ex	None	None	Full	Full	Advisory
Recruitment	Advisory	None	None	None	None	None	Advisory

(continued next page)

(Cont'd) Table F-1. Case Study State Board Attributes							
	MA	***NJ***	***RI***	***MD***	***KY***	***OR***	***WA***
Membership							
# of Members	22	19	9	25	17	17	12
Membership Requirements	None	Spot per statute	Spot per statute	Spot per statute	Spot per statute	Spot per statute	Active teacher majority
*# of Members by Type****							
Teachers	6	10	4	9	9	8	8
Administrators	3	3	2	6	2	4	2
Other School System Employees	4	0	0	0	0	0	0
Ed. Prep. Programs	4	2	2	6	3	2	1
Higher Ed. Dept.	1	0	1	0	1	0	0
SBE/Ed. Dept.	0	1#	1#	1	1	0	1
Local Board of Ed.	1	2	0	1	1	1	1
Public	3	2	0	0	0	2	0
Legislature	0	0	0	2	0	0	0
Other Membership Information							
Appointed by	Ed. Comm.	Ed. Comm.	Assn.	Gov.	Gov.	Gov.	Gov.
Confirmation by	SBE	SBE	-	-	Senate	Senate	Senate
Nominated by	Assn.	Assn.	-	Assn.	Public/ Assn.	Public/ Assn.	Public/ Assn.
Required Nomination	No	Yes	-	Yes	No	No	No
Term Duration	3 years	2 years	-	3 years	4 years	3 years	4 years
Term Limits	2 consec.	4 terms	-	-	-	2 terms	2 terms
Other							
Board Established	1980s?	1998	2001	1971	1990	1965	2000
Last major change	1993	-	-	1991	2000	1979	2005
Avg. # of Meetings/Year	4	12	12	12	6	4	6
Funding Source	-	Ed. Dept.	-	Nom. Assn.	General Fund	Cert. revenue	General Fund
Funding Amount/Year	-	Min. travel expenses	-	Min. travel expenses	$9m	$2.5m	$1.7m

*Classification of board responsibilities is based on PRI staff review of statute and conversations with state stakeholders.

**The NJ board does not generally review certification policy, except as it relates to professional development.

^These boards don't usually handle teacher evaluation matters, but both states recently undertook major changes in teacher evaluation and the boards reviewed them. RI will continue to review teacher evaluation, since it is directly linked to certification, with a recent change.

***Washington categories reflects current, as there are no slot requirements

# Indicates non-voting member

Source: PRI staff - 2011

STATES WITH ADVISORY BOARDS

Massachusetts

Role & Duties. The Educational Personnel Advisory Council (EPAC) is one of 18 statutorily authorized advisory councils in Massachusetts.[16] EPAC advises the state education commissioner and state board of education on all matters related to educational personnel. It advises on policies regarding:

- certification;
- ethical expectations;
- professional expectations;
- educator preparation;
- professional development; and
- teacher evaluation.

As an advisory board, it does not have administrative responsibilities.

Meetings. Since 2008, the group has met three or four times annually, for about three hours each time, in accordance with the incoming education commissioner's fiscally-driven limitations to all the statutory councils. (The group previously met monthly as a whole, and sometimes also additionally in subcommittees.)

Staffing. One education department staff person devotes, on average across a year, an hour per week to EPAC liaison tasks (e.g., scheduling meetings and taking minutes). An additional department person, usually at the associate or deputy commissioner level, attends. That person, who has changed every few years or so, can play a substantial role in setting EPAC's agenda and providing the council with information.

Funding. None.

Membership. There are 22 members, with neither a teacher nor an educator majority. One interviewee reported that the membership was expanded around 2003, to include teachers (beyond union representatives) and all the major education stakeholder groups. The group has always contained a few school system personnel managers.

Stakeholder opinions. PRI committee staff communicated with the education department and with current and former EPAC members who represented the teachers' unions, administrator associations, and teacher preparation programs. Some had been on the council for more than five years, while others were fairly new.

Nearly all agreed that they felt the education department listens to and sometimes uses the group's feedback. There was also close to unanimous assessment of EPAC's strengths and weaknesses:

[16] Massachusetts General Laws, Part I, Title II, Chapter 15 Section 1G

Strengths

- Diverse, inclusive membership: Helps the education department see all sides and potential impacts of an issue and/or proposal.

- High-level department representation: Can create an "information pipeline" from the department to stakeholders, and vice versa. Potential for the person to be an advocate for the group's work.

Weaknesses

- Infrequent, brief meetings: Severely limits the amount and scope of work EPAC can take on.
- Activities vary based on who is in key roles: High-level education department representative and council chair – along with meeting frequency – determine whether group will be proactive and engage in thorough, substantive work.

Stakeholder Relationships

Several interviewees noted that EPAC is the only forum in which all the stakeholders gather regularly, making the group an important venue for building relationships and networking.

The certification processing personnel and teachers unions have very good relationships. The unions believe they and the education department help each other out, to resolve pressing and complicated situations. The certification unit is short-staffed.

Context. EPAC (along with the other councils) was most recently authorized in 1993, as part of the Education Reform Act, but some education stakeholders recall a similar advisory group existing at least as early as the mid-1980s. Based on interviews, it appears that until the mid-1990s, the group was the initiator and developer of certification change proposals.

In the early and mid 2000s, the group once again played a key role in developing proposals, to adjust regulations issued in 2001; some of that work resulted in changes. Around that time, the group also extensively researched and made many recommendations to the state board, in a report, on how to alleviate the ethnic/racial disparity in prospective teacher testing scores. A few of those recommendations were used.

For the past few years, EPAC has mainly been a venue for: 1) the department to give updates on its work and seek feedback on early-stage proposals, including changes to certification requirements; and 2) education stakeholders to problem-solve around issues they bring to the group. At times, the council has sent letters to the state board on issues of concern (e.g., decline in licensure staff level). Recently the council reviewed some proposed certification requirement changes in draft form.

Every interviewed stakeholder noted that the council was only advisory; the state board could choose to ignore recommendations. There currently is no effort to change the model to an autonomous standards board, although there was one during the 1990s, led by the state's National Education Association affiliate.

Massachusetts applied for and won a federal Race to the Top grant. The grant involves forming and then implementing new educator evaluation standards, which were adopted by the state board in June 2011. The standards are different than the previous ones in two key ways: student learning will be one of the sources for ratings, and they will apply to all school districts (by the 2013-14 school year). A special task force, which involved educators and others, was charged with developing the standards. (EPAC received updates on the process and gave feedback; it is unclear to what extent that feedback was used.)

Although stakeholders disagreed with various aspects along the way, interviewees reported that generally, the process was collaborative. Most noted that, overall, the department has made greater efforts, over the past few years, to include stakeholders in the development and implementation of initiatives.

New Jersey

New Jersey has two educator standards-related boards: one narrow scope autonomous board, the State Board of Examiners, and one narrow scope advisory board, the Professional Teaching Standards Board (PTSB). The strengths and weaknesses of the combined system, as well as context, are discussed together, under the "Overall" heading.

State Board of Examiners

Role & Duties. The State Board of Examiners has authority but is quite limited in scope.[17] The board has no role in setting standards. The board is charged with administering (i.e., making) certification decisions on discipline and certain certification applications.[18] The board is technically the issuer of certification, but the certification office operates independently, within the education department.

Meetings. The board meets nine times per year.

Staffing. The certification office staff are employed by the education department. The office's director is the board's secretary, per statute. Four staff compile information on relevant cases for the board (e.g., reviewing district reports of dismissals for cause).

Funding. None.

Membership. By statute, there are 15 members with an educator majority. The commissioner receives input from the professional associations; historically it has varied whether those recommendations have been followed.

[17] N.J.S.A. 18A:6-34 et seq.
[18] Reviews appeals of the licensure office's decisions, determines whether a license should be given when an individual's background does not fit the requirements, and decides whether to issue licensure to applicants with criminal records.

Professional Teaching Standards Board

Role & Duties. The Professional Teaching Standards Board (PTSB) is an advisory board.[19] (There is an Advisory Committee on Professional Development for School Leaders, as well.) The PTSB advises on:

- ethical expectations;
- professional expectations; and
- professional development.

As an advisory board, it does not have administrative responsibilities.

Meetings. The PTSB meets monthly, including an annual retreat at which the group reflects on what is happening in the state and nationally, and starts work on major revisions if necessary.

Staffing. The education department staff person who is the board's liaison spends about 40 percent of her time on the board's work, including writing documents for the board. In addition, for the past three or four years, an outside consultant has facilitated the PTSB.

Funding. There is some funding, as part of the education department's budget. Board members are reimbursed for mileage traveled to the meetings, and are provided lunch at them. In addition, the facilitator is hired and paid by the education department.

Membership. The PTSB has 19 voting members, with a slim teacher majority. Members are appointed by the commissioner, from professional association nominations.

Overall

Stakeholder opinions. PRI committee staff communicated with the education department, and representatives of a teachers' union, an administrator association, and a teacher preparation program. All interviewed believe the PTSB has done great work.

Generally, there was little opinion about the State Board of Examiners' performance. One stakeholder believes the board was too aggressive in a few discipline cases. In its certification application cases, the board appears to more frequently issue denials than grant requests, but no dissatisfaction was expressed about that aspect of the board's work.

Strengths

- Fulfills clear mission: PTSB has led the creation of a very good, consistent professional development system that works in most places and is grounded in reality of what happens in schools; work accepted by the commissioner.

[19] N.J.A.C. 6A:9-15

- Strong assistance: Education department staff person was first PTSB chair (before she joined the department) – she is a passionate, well-respected, knowledgeable advocate for the group and professional development. Ability to devote much time to the group's work makes it possible for them to accomplish much. Outside facilitator helps guide the group in way that would be inappropriate for education department.
- Collaboration: PTSB works well together and mostly works on consensus; votes never split between teachers and others; able to move past individual association agendas.

Weaknesses

- Vacancies: Both PTSB and Board of Examiners have several vacancies, due to the new education commissioner and governor; apparently has not impacted the boards' work but does change group composition, making achieving a quorum for the PTSB more difficult.
- Daytime meetings: Difficult for active educators to always attend; a few PTSB members have had to step down because district administrators would not approve release time.

Stakeholder Relationships

The teachers' unions and the governor have strained relationships. However, stakeholders are satisfied with the education department's certification processing unit. The teachers' union staff with whom PRI committee staff communicated reported having an excellent relationship, with the certification director being a great help in resolving interpretation questions or delayed application decisions.

One stakeholder interviewed reported that the relationships between the various groups and the education department, overall, changed from hostile to good, around 2000, when the department became more willing to listen to outside voices.

Context. The State Board of Examiners was statutorily authorized in 1967 but it is possible it existed before then. The board's activities appear to have been unchanged, during its history. Two standing board committees make recommendations to the full board. The Credentials Review Committee recommends whether to reverse certification office credentials assessments, and whether to accept alternate education or life experience when precise requirements have not been met. The Legal Committee makes recommendations on disciplinary action, applications from those with a criminal background, and applications for certification after it has been revoked.

The PTSB began in 1998. It is authorized by the Administrative Code (equivalent to regulations, in Connecticut). The board and its mission grew out of discussions between the governor's administration and teachers' unions, and was a compromise. The board was initiated to shape and oversee an effective professional development system, instead of the state moving from permanent educator certification to certification that needed to be renewed. Initially, there

was some thought that the board's authority level might move from advisory to autonomous, or have its role expanded, but neither happened. The inaugural teacher members were chosen through a rigorous selection process.

The PTSB helped develop and continues to refine the state's comprehensive professional development system, which involves additional boards at the county, district, and school levels. The PTSB issues standards, guidelines, and other documents to facilitate professional development plans. The aim of the system is to ensure teachers' professional development is connected to student, teacher, school, and district needs, with an emphasis on instructional improvement and professional learning communities. New Jersey has adopted the national professional development standards as its own.

The PTSB recently finished reviewing and then, with some minor changes, adopting the professional teaching standards issued by the Interstate National Teacher Assessment and Support Consortium (INTASC). The board is continually refining the professional development system to reflect national best practices and remedy deficiencies, and recently issued guidance for this school year.

Generally, the education department asks the PTSB to address specific needs, although group members also bring concerns. The department seeks board feedback early on and then throughout proposal development. Everything the PTSB completes is reviewed by the commissioner for his approval.

There has been no legislation to change the PTSB from advisory to autonomous, though some teacher representatives would like to see it become a full-scope autonomous standards board. One person interviewed said that the group's work could become less thorough and well-informed if its mission expanded to include other standards areas (e.g., certification requirements and preparation programs), while another said that the board could perform equally well in that scenario.

The New Jersey governor recently has introduced proposals to reform teacher tenure, give vouchers to children attending poorly-performing schools, expand charter schools, and privatize some schools in the worst-performing districts. The National Education Association affiliate in the state is actively opposing the package, as it did the governor's benefits reform measures and cut to the state's school funding. The administration is also implementing a new teacher evaluation framework that involves student growth; test performance is a component but not the determinant of growth. It is being piloted this school year and will start, to an extent, in all districts, next year.

Last year, the governor submitted a federal Round II Race to the Top application that did not have teachers' union backing, due to its inclusion of merit pay and linking teacher evaluations to student performance. There had been a proposal with union backing, but it was scuttled late in the process. New Jersey did not receive a grant that round, but has submitted the first part of a Round III application. The governor is intending to use his proposed reforms in support of that application.

The education department is expected to issue proposed Administrative Code changes soon. Stakeholders are unsure of the changes' parameters or precise content, generally or as they might affect either standards board.

Rhode Island

Role & Duties. The Certification Policy Advisory Board (CPAB) advises the education commissioner and state board of education equivalent (the State Board of Regents for elementary and secondary education) on the development of all matters related to educator certification.[20] It advises on policies regarding:

- certification;
- ethical expectations;
- professional expectations;
- educator preparation programs;
- professional development; and
- teacher evaluation.

As an advisory board, it does not have administrative responsibilities.

Meetings. CPAB meets monthly.

Staffing. There is no staff dedicated specifically to the board. The education department's certification director is a non-voting ex officio member. CPAB members interviewed report that often, a few certification staff attend meetings.

Funding. None.

Membership. By statute, there are nine voting members, with an educator majority. There recently was a bill to expand CPAB membership to include private colleges' teacher preparation programs, but the bill died in committee – due to mistake or inattention, not to opposition, according to stakeholders interviewed.

Stakeholder opinions. PRI committee staff communicated with the education department and with current and former EPAC members who represented a teachers' union, an administrator association, and a teacher preparation program. The members were fairly new to the council.

Most agreed that they felt the education department listens to the group, and that some of its feedback is used. Although all concurred that the composition of EPAC is a major strength, there was considerable disagreement in their assessments of the group beyond that.

[20] Rhode Island General Laws § 16-11.4-1

Strengths

- Leadership of the major associations included: Builds trust among them, can speak for their constituencies, helps the education department see the potential impacts of an issue and/or proposal.
- Collaboration: Group works well together.
- Feedback usually sought early on: Can inform proposals before they are fully shaped, when changes might be easier to accommodate.

Weaknesses

- State board might have little knowledge of EPAC: One interviewee said that the board chair appeared to not know who EPAC was, during a recent board meeting.
- Department staff familiar with EPAC might not be the decision-makers: One interviewee noted that while department staff are receptive to EPAC's feedback during meetings, sometimes strong opposition does not seem to make a difference, and even recommendations to correct simple department drafting errors are not used.
- Lack of independent staffing: One interviewee said that CPAB and other dissenting voices (e.g., public hearing testimony summaries) should be presented to the board independently for improved accuracy.

Every interviewed stakeholder noted that the council was only advisory; the state board could choose to ignore recommendations.

Stakeholder Relationships

Most interviewees said that CPAB helps the leaders of the major stakeholder groups build relationships with each other.

Overall, the teachers' unions and education department have somewhat strained relations right now. However, no dissatisfaction with certification processing or staff was expressed.

Context. CPAB was created by statute in 2001. In addition to its advisory capacity, CPAB also holds public hearings in conjunction with the state board, when major certification changes are proposed (as happened in 2011).

A few CPAB members recalled hearing the group used to play a more active role in the formulation of certification change proposals. They also said CPAB had, at times, joined the working sessions of the state board. However, both these aspects appear to have changed, within the past few years.

CPAB recently has been a venue for the department to seek feedback on early-stage proposals, or explore what to do about problematic areas. Most CPAB members interviewed reported that some of their feedback is used.

This year, the group unanimously issued two resolutions opposing certain key aspects of the major certification package. The latter resolution recommended the state board not approve the package and instead direct the education department to address several areas of concern before re-submitting in 2012. The package was approved, unaltered, by the state board in early November 2011.

Until 2011, for several years legislation had been proposed to make CPAB an autonomous board, with power over setting standards for certification, educator preparation programs, and discipline. The bills also would have given the education commissioner a voting seat on CPAB and removed the higher education commissioner.

Education policies are changing tremendously in Rhode Island. The state applied for and won a federal Race to the Top grant. The grant involves implementing new educator evaluation standards – which take into account student test performance, using a specific statistical model, as well as other sources of information – and linking evaluation to certification. The latter change is part of a major certification overhaul that recently was adopted by the state board, as noted above. The new teacher evaluation standards are to be used by the whole state starting next school year.

Under the new system, certification progression and renewal will no longer be granted based on professional development or higher education activities; instead, it is contingent upon receiving adequate ratings (e.g., no renewal of middle-level certificate if there are five consecutive annual "ineffective" ratings). In addition, the highest-level certificate is optional, and reserved for teachers rated "Highly Effective." Professional development will be job-embedded and locally determined.

Stakeholders – particularly teachers and higher education institutions – disagreed with various aspects of the new system along the way. CPAB's opposition was to both changing professional development requirements and tying certification to a new, untested evaluation model (as well as a few other elements).

These changes come on top of the early 2011 mass firing of Providence teachers, in response to a budget crisis. The teachers were re-hired during the summer, after a new contract was accepted. Some teachers were upset that the commissioner, who began that position in July 2009, was silent during that episode; their ill feelings have carried over onto the department more generally.

STATE WITH SEMI-AUTONOMOUS BOARD

Maryland

Role & Duties. Maryland's Professional Standards and Teacher Education Board (PSTEB) is a semi-autonomous policy board with joint responsibility with Maryland's State Board of Education regarding educator certification requirements. The policies adopted by PSTEB, in the following areas, are subject to review and ratification by the board of education:

- certification; and
- ethical expectations.

The board has no administrative functions.

Meetings. The board meets monthly for half a day. Meetings include updates of current happenings and action on policy changes as needed. Most of the meetings center on discussing or adopting changes to certification requirements.

Staffing. The board employs no staff. However, department of education staff resources are available to some extent via the state superintendent's membership on the board.

Funding. The board is unfunded. The department of education provides minimal meeting resources when available. Member's meeting travel and substitute expenses are typically paid by appointing associations, but are not paid by PSTEB.

Membership. The 25 member board has an educator majority. There are multiple appointing authorities; the legislatively-nominated positions have been unfilled for at least ten years.

Stakeholder opinions. PRI committee staff communicated with board members and stakeholder associations representing teachers, preparation programs, and the education department.

There was consensus from stakeholders that the usefulness and effectiveness of the board mirrored the collaboration and recent success of the Maryland education system on the whole. The teacher voice reportedly is well represented on the board, despite the lack of a teacher majority.

Overall, most felt the board is worth having and does well at its tasks. Stakeholders did not feel compelled to alter the board's statutory authority and indicated they were not aware of any recent attempts to change the board. However, some felt that other states might have better luck with an autonomous board.

Strengths

- Works collaboratively with stakeholder groups and related agencies
- Focuses on the key areas of certification requirements
- Consistent board focus and expectations: Few changes since 1991.

- Work seems valued by the state board of education
- Wide variety of stakeholder representation

Weaknesses

- Meeting frequency is problematic for some educators
- No direct funding: Travel and substitute expenses, which are proportionately higher for teachers due to their majority on the board, are paid by nominating associations. Administrative spending comes out of under-resourced education department budget.
- Might not be valued by public at large
- Lack of term limits can lead to stale ideas
- Public seats via legislative nomination consistently are left vacant

Stakeholder Relationships

The good working relationships among stakeholders were highlighted by the lack of obvious clashes between PSTEB and the state board of education. The connection between the board and the education department has facilitated relationships between the education department and other stakeholders (who are represented on the board), and resulted in better connection between the realms of K-12 and higher education. Those interviewed said that the board's success might not be replicable, especially if there are adversarial relationships between stakeholder groups.

Context. The Professional Standards and Teacher Education Board was established as a semi-autonomous board in 1991, after 20 years of being an advisory board. The board's enabling statute has not changed significantly since then.

As a semi-autonomous board, any changes to the rules or regulation of educator certification must be reviewed by PSTEB. Regulation changes typically are initiated by PSTEB, but can also be created by SBE – whichever group did not initiate, reviews. The state board of education has ultimate decision-making power: it can veto PSTEB-proposed changes, or override a PSTEB veto of SBE-proposed changes, both with a three-fourths vote.

The board recently revised certification requirements for world language educators. Besides reevaluating the existing traditional route, the board proposed a second, non-traditional route to address a current educator shortage in that area.

Maryland was awarded a federal Race to the Top grant, but PSTEB was not an active part of the application. Maryland's application succeeded in part because state statute already included the need for educators to demonstrate "satisfactory" performance to be re-recertified and a requirement for ongoing professional development that was linked to teacher evaluation. The board has recently been working to meet the requirements of the award.

STATES WITH AUTONOMOUS BOARDS

Kentucky

Role & Duties. The Education Professional Standards Board (EPSB) is one of 11 agencies under Kentucky's Education and Workforce Development Cabinet, along with, though independent of, the Department of Education and the Council on Postsecondary Education. The standards board sets policy through regulation regarding:

- certification;
- educator preparation program standards; and
- ethical expectations.

The standards board is charged with administering:

- certification issuance and revocation (i.e., discipline); and
- educator preparation program approval.

In addition, the board handles multiple, legislatively-created programs related to educator certification (e.g., the Kentucky Teacher Internship Program).

Meetings. EPSB is required to meet at least semiannually by statute. In practice, EPSB meets approximately six times a year at full day meetings for voting purposes, and some years has an additional informational retreat. In the past, the board has sometimes convened additional special meetings as needed.

During meetings, members receive updates from the board staff and other education agencies, as well as information about legislative issues. Policy and program decisions are discussed and often moved forward or voted upon for final approval.

Approximately half of each meeting (besides retreats) is reserved for hearing and acting upon disciplinary cases. The board generally hears 70 to 100 discipline cases per meeting.

Staffing. The standards board employs a permanent staff of 35 FTE. There are another four to five interim positions, along with a similar number of contract workers. Staff is divided among the executive office and four divisions (Certification, Educator Preparation, Legal Services, and Professional Learning and Assessment), each led by a director.

Funding. The Kentucky's EPSB is budgeted approximately $9 million for FY 2011, most of which ($7.7M) is from the general fund, with the rest from restricted funds and federal grants.

Membership. The board has 17 members, with a teacher majority. The president of the Council on Postsecondary Education (Kentucky's higher education agency) and the Commissioner of Education are both ex officio voting members.

Member nominations are open to the public. Members often have been nominated by stakeholder associations, but occasionally the governor selects someone other than association nominees.

Stakeholder opinions. PRI committee staff communicated with associations for teachers and administrators, as well as board staff and board representation from higher education.

Stakeholders in Kentucky were pleased with the board's work and its autonomy. Most acknowledged that the current system is now relatively smooth and transparent, but it appears there was a fair amount of tension between the board and the education department when the board was initially separated from the department (see context). Most of those concerns have been assuaged through deliberate actions of both agencies' staff, who were aided by being directed by the legislature to accomplish joint objectives.

Strengths

- Works collaboratively with stakeholder groups and related agencies.
- Teacher voice, along with other represented stakeholders, is heard and acted upon: Outside feedback is heard, even if not always in agreement.
- Educator membership helps keep focus on teacher quality and "what is best for students": Despite political appointment of members.
- Board is focused because of its clear objectives: Early objectives were cited as keys to early success.

Weaknesses

- Discipline is resource consuming: Despite occasionally contracting for outside legal help, much of the board's time is spent dealing with disciplinary cases.
- Funding for board is insufficient: Some possible improvements to the current system are tabled or dismissed for lack of resources.
- Difficult to balance pace of changes: Unions would like more immediate changes, but preparation programs need time to adjust and want to prevent changing the rules on prospective teachers mid-program.

Stakeholder Relationships

The standards board is currently considered an equal partner with the Department of Education and the Council on Postsecondary Education. While there was some initial pushback when the staff for the board was carved out of the Department of Education, the legislature has helped create a collaborative environment by adopting laws that require multiple agencies to work together according to their own areas of authority and expertise.

The board generally works well with higher education institutions, but when an infrequent conflict arises between board members, it is often between higher education representatives and educators. For example, there was conflict recently when the board voted to raise minimum admission standards for educator preparation programs. Despite that, connections

made through working with the board have helped educator preparation programs to connect more closely with school districts.

The board and educator associations seem to have an excellent working relationship. The board works very closely with teachers and their unions, especially through the volume of discipline cases. The administrators association was also generally pleased with the board's work.

Stakeholders, in general, asserted that there was little danger of block voting, despite the teacher majority, because Kentucky has strong open-meeting laws in place. An emphasis is placed on members voting based on their own positions, not those of associations.

Context. Kentucky's standards board was established as an autonomous board in 1990, but was administratively housed within the education department. The work of the board was a separate bureau within the department, led by an associate commissioner and housed at a different physical location than the rest of the education department.

The board was carved out of the education department and into a separate agency in 2000 by executive order, after a broader education reform effort, that included the separation, failed in the legislature. Logistically, the transition to a separate agency was smooth because the staffing was already established. The biggest change in day-to-day work was the need for additional personnel management, as the agency budget became independent of the education department.

Recently, the standards board worked in collaboration with the Council on Postsecondary Education and multiple teacher preparation programs to overhaul educator advanced degree programs. The overhaul effort involved re-approving educator masters programs based on new standards. The board has been working on modifying certification renewal requirements to help differentiate between doing further work in a particular subject area and working toward an administrative certificate.

Kentucky, unlike all other case study states, has few collectively bargained school districts. Only one third of Kentucky's teachers work in collectively bargained districts, but most of the remaining teachers are voluntary members of the Kentucky Education Association. Educators in Kentucky seem to place a very high value on having a voice through board membership, perhaps because of the lack of collective bargaining for most educators.

Kentucky has mandatory reporting of any questionable ethics or certification violations, so, despite careful vetting by board staff, the board handles many disciplinary cases. The board can revoke certificates or direct educators to undergo training.

The standards board has exercised greater oversight of educator preparation programs than when those duties were under the control of the education department. There were no program closures before the board existed, but there have been two such closures, and a number of major changes to existing programs, since the board was established.

In addition to its core mission, the legislature often gives the board specific programs or projects to run. Sometimes, these projects are for the board alone to accomplish (e.g., Troops to Teachers) and other times the board is asked to coordinate a broader education effort. Currently,

the board is spearheading a Pre-K to 20 initiative, including housing and running an education database that includes educator, student, and workforce information that, among other functions, may help identify educator shortage areas and give additional tools to educator recruitment efforts.

Oregon

Role & Duties. The Teacher Standards and Practices Commission (TSPC) of Oregon is an autonomous standards board that handles a broad range of professional standards.[21] The standards board sets policy regarding:

- certification requirements;
- educator preparation program standards; and
- ethical expectations.

The standards board is charged with administering:

- certification issuance and revocation (i.e., discipline); and
- educator preparation program approval.

Meetings. Oregon statute calls for at least one meeting every six months, but the commission generally meets quarterly for two to three days (i.e., a total of 10 meeting days per year). A typical agenda includes one day or more of handling policy issues, while the final day focuses on disciplinary matters.

Meetings are usually held in the capitol area of the state, but are occasionally held elsewhere to help accommodate commissioners and stakeholders from other locations.

Staffing. There are currently 25 FTE, two of whom are on limited duration contracts. The executive director is hired by the commission, by statute. All other positions are subject to state hiring policies and legislative approval of positional authority.

Staff are divided into three divisions (licensure, educator preparation program, and professional practices) and a business core (administration and information technology). Each division has a director and/or deputy director.

Funding. The commission operates on revenue from certification fees, which are kept separate from the state's general fund. The commission was budgeted approximately $2.5 million per year based on these revenues. Fees were last substantially changed in 2006. Commissioners are reimbursed for travel expenses through the TSPC budget, including funding for teacher substitutes.

Membership. There are 17 members with an educator majority. Excepting the two public members and the local board of education member, members must be in active practice in their field for the five years preceding appointment.

[21] Oregon Revised Statute 342.121 et seq.

Stakeholder opinions. PRI committee staff communicated with representatives of teachers and preparation programs, as well as board staff.

The commission composition changed in 2005 from a teacher majority to an educator majority. This change arose as a secondary option in a proposal to completely merge TSPC with the education department. Stakeholders reported that such calls for change are infrequent and often based on individual preference or a more general deregulation agenda, not necessarily the quality of work done by TSPC. Stakeholders expressed differing views on the level of control asserted by the former teacher majority, but most said that an educator majority was more than adequate at expressing the viewpoint of teachers and quelling any concerns.

Strengths

- Policy work and administration is self-contained: Commission is able to address how the day-to-day fits into the bigger picture.
- Educator voice is heard
- Has built strong relationships with stakeholders recently, seeking input from multiple sources and working on specific problems together
- Control of educator discipline shows commitment to regulate the profession
- Certification fees used to better the profession

Weaknesses

- Revenue is restrictive: Discipline hearings and associated expenses are costly and are not directly related to the certification fees. Getting funding for capital improvements is cumbersome. Dedicated revenue fund was reduced because of Oregon's recent budget problem.
- Workload of members is exhaustive: Hearing individual cases, either for program accreditation or discipline, requires a lot of time.
- Commission (board) and education department are related, but in silos: Commission and department of education rarely are formal partners. Some education stakeholders may have to deal both and get differing answers. Potential for some to fall through the cracks.
- Geographical constraints to membership: Oregon is a big state, so meeting centrally, even only four times a year, can be difficult and expensive
- Difficult to guarantee strong leadership: TSPC success is tied its leadership (e.g., executive director, chairman).

Stakeholder Relationships

Stakeholders indicated that individual educators might not have been aware of the commission or its work in previous years, but the current TSPC director has focused on collaboration with other stakeholder groups to increase visibility. For example, TSPC worked with the Oregon Education Association and the Confederation of Oregon School Administrators to create a brochure that explained certification changes and requirements.

Most of the expected roles of TSPC are well-defined, and with them the boundaries between TSPC and the education department. Therefore, there is little interaction between the commission and department. Concern was expressed by some stakeholders that the two agencies were too independent and would occasionally not be on the "same page." For example, the definition of a "highly qualified" teacher for certification purposes may differ from the definition for No Child Left Behind reporting.

Teachers generally work well with the commission. Disagreements between the teachers' union and TSPC are often worked through via a public hearing component of TSPC meetings. Teachers have also found that collaborating with representatives of higher education is easier through the relationships cultivated through TSPC.

The relationship between TSPC and higher education has been more contentious. While the higher education voice is heard by the commission, it might not have the same influence as the educators' voices. Many of TSPC's actions are done through consensus, but higher education has been the most likely source of pushback, either through the higher education commissioners or public testimony. Higher education officials reported sometimes being stuck between TSPC and the education department decisions.

Context. Oregon's Teacher Standards and Practices Commission was established in an advisory role in 1965 before being given full autonomy in 1973. Commissioners were chosen by the Oregon State Board of Education from 1973 to 1979, but have been appointed by the governor since that time. There has been little statutory change to the commission since 1979, except membership was altered in 2005 to go from a teacher to an educator majority.

The commission has recently developed educator standards for cultural competency. This new set of standards was meant to help address the gap between the diversity of Oregon's students and educators. The commission took a lead role in establishing these standards and creating ways of incorporating them into the educator preparation and certification process.

Though TSPC has educator representation, there is no requirement TSPC staff have education backgrounds. Because TSPC handles administration of several policy areas, much of the staff is customer service-based. Stakeholders did not report the staff backgrounds as an issue. The commission itself regularly obtains formal feedback via surveys, and self-reports that the few issues brought up pertain to the costs of certification or processing speed, not policy decisions.

Washington

Role & Duties. The Professional Educator Standards Board (PESB) in Washington is charged to "establish, publish, and enforce rules determining eligibility for and certification of personnel employed in the commons schools of" Washington.[22] The standards board was implemented to focus on educator quality and was designed as a consumer protection board that would assess those applying for certification.

[22] Revised Code of Washington Chapter 28A.410.010

The autonomous board sets policy regarding:

- certification; and
- educator preparation programs.

The standards board is charged with administering:

- educator preparation program approval.

The standards board has an advisory role in related areas (e.g., educator evaluation and professional development) which are not directly linked to certification requirements.

Meetings. The board convenes six times a year for two-day meetings. Various proposals are heard by the board (e.g., creation of an alternative route certification program at a local college) and typically voted upon following public comment. There are also information sessions and time set aside for general public comment that might not pertain to any specific agenda item.

Staffing. By statute, the board has the ability to hire an executive director and one assistant. Additional staff are used as authorized by legislative appropriation. There are currently 12.75 FTE, which are mostly research staff with some technical support.

Funding. The standards board was appropriated approximately $1.7 million for FY 2012, with $1 million was for general operating expenses and the rest for specific legislative programs (e.g., alternative certification). Members are reimbursed by the board for qualified travel expenses. The board also receives a small amount of revenue from certification fees, and some programs are tied to specific federal grants. Though an autonomous group, the standards board is budgeted within OSPI.

Membership. There are 12 members on the board, which is required to have a majority of classroom-based teachers.

In 2009, membership decreased from over 20 members to the current 12 member board. In addition, the composition requirements shifted from a certain number of slots for each stakeholder group to simply requiring a teacher majority at minimum. In practice, this has meant proportionately fewer, and no guaranteed, spots for non-teacher stakeholders.

Stakeholder opinions. Committee staff communicated with associations for teachers and administrators, as well as representation from higher education, the education department, and board staff. A representative of Washington's largest teacher union testified at this study's public hearing.

Because Washington's board was created and given more authority recently, it might serve to inform efforts to establish an autonomous board elsewhere. Stakeholders indicated that the standards board has been successful to this point because it was able to begin working in a targeted policy area that was not otherwise being addressed.

Having transitioned from advisory to autonomous, stakeholders were pleased with the board's current level of autonomy. There seemed to be little call for further changes to the board's authority.

Strengths

- Board creates rigorous standards: Certification is more standards-based than rule-driven.
- Membership reflects the importance and number of teachers: Nomination process helps board reflect diversity of the state.
- Board seeks input from a variety of sources
- Strong track record on initial objectives led to broader charge
- Able to respond to short-term specific legislative directives
- Maintain administrative funding levels by leaving certification staff in department of education

Weaknesses

- Coordination of efforts between multiple agencies can be problematic:
    - Service levels for policies not supported by OSPI may be worse: Educators might have to deal with two separate agencies.
    - Abundance of opinions through standards board, state board of education, and OSPI: Collaboration on Race to the Top application was hampered by lack of unified leadership.
- Difficult to inform educators about PESB's work: Problem is amplified because Washington has no e-certification system.
- Other than teachers, membership/voice is not guaranteed to all constituencies
- Resources that have to be devoted to single-year programs take away from broader work

Stakeholder Relationships

Several stakeholders report that the board has helped strengthen relationships between various groups, but there have been strains and tension along the way. The board has helped resolve sticking points, but no one interviewed expected to be completely happy with the results on all issues.

The higher education institutions each have an individual advisory standards board to link preparation programs to the standards board. In general, the higher education programs would prefer to be unregulated, so there is a somewhat-expected tension between those being regulated and regulators.

The state board of education was not particularly pleased when greater authority was given to PESB, but mutual work on certification and recent voluntary collaborations have helped build a better relationship.

The standards board has a very good working relationship with teachers, administrators, and their respective associations. Having a board with educator membership has helped give educators a greater voice on issues that affect them daily and has helped avoid some of the unexpected or impractical policies that were adopted under the state board of education. As the standards board has evolved, the educator associations have taken a less active role lobbying the group and instead been focused on monitoring the activity and providing assistance where possible. Educators believe that at a minimum, the board has helped raise the perception of the teaching profession with legislators, which has helped the profession.

Context. Washington's Professional Educator Standards Board was established as primarily an advisory board in 2000. At that time, the board was given the task of establishing initial certification assessment requirements and developing regulation for alternative certification routes, with most administrative tasks remaining at OSPI.

After successfully implementing the certification assessment, the board was given full policy authority over certification and teacher preparation program standards in 2005. Concurrently, though SBE lost authority newly assigned to PESB, SBE was given new focus and authority to gather and analyze education system data, including establishing links between student achievement and educator professional development. At this time, the number of PESB policy staff had grown, but much of the administration of certification and preparation program accreditation were left with the staff of OSPI.

In subsequent years, PESB's role shifted as it took over the administration of preparation program accreditation, giving the standards board full oversight of the training of certified educators. As a counter-balance to the expanded role in higher education, PESB's role as appeal board for disciplinary hearings was moved back to OSPI.

In 2007, the legislature charged the board with instituting certification assessment based on in-class experience. To that end, they worked with the Educational Testing Service (ETS) to create and implement Washington's ProTeach Portfolio system. Washington has a two-tier certification system, so "residency" certificate holders must receive passing marks on the ProTeach Portfolio through demonstrated quality interaction with students, in order to obtain the higher-tiered "professional" certificate.

The dynamic between state education groups in Washington is unusual because the Superintendent of Public Instruction, who heads the state's education department, is directly elected, rather than appointed by the governor or the State Board of Education. Besides the state Superintendent, the State Board of Education members are appointed by the governor and by school district leaders. Thus, the governor appoints PESB members, and the majority of SBE members, but OSPI is lead by a separately elected Superintendent, who is also a member of SBE.

As OSPI performs administrative actions that uphold PESB's certification policies, there is both tension between the groups and a clear need to work collaboratively.

Appendix G

Professional Standards Board Membership for Other Licensed Professions in Connecticut

This study examined professional standards boards for other licensed professions in Connecticut that either require a bachelor's degree or are mainly public unionized employees (i.e., police and firefighters). Of the over 130 professional licenses issued by the state, just 36 require at least a bachelor's degree.

Executive branch board members are appointed by the governor, except when ex officio. Generally, boards must have at least one-third public membership, and terms are co-terminus with the governor (C.G.S. Sec. 4-9, 4-9a).[23] Statutory board composition requirements for Connecticut professional standards boards that govern at least one license are given in Table G-1. The table shows that:

- **Size varies**. The number of board members ranges from five to 20, with a median of seven.

- **Professional majority is near-universal**. All boards give a majority to professionals, with two exceptions.[24]

- **Professional member requirements are common**. Nine boards' professional members must meet certain requirements regarding sub-specialty, type of licensure, place of employment, education level, and/or experience. For example, six boards issue more than one type of license or registration (e.g., medical board handles physician and physician assistant licensure); three of these have board representation of each type.

Only a few boards, on the other hand, have these characteristics:

- **Public member guidelines**. Public representatives on the medical board cannot have immediate family members who hold licensure overseen by the board. Those on the environmental professional board represent different interests impacted by the board's work: environmental protection and business groups, as well as a lending institution. Generally, however, statute forbids public members from being associated in any way with the industry or profession being regulated, for the three years prior to appointment (C.G.S. Sec. 4-9a(b)).

[23] Public members may be less than one-third for the fire commission, Gaming Policy Board, and the Commission on Human Rights and Opportunities. Terms are not co-terminus with the governor for the fire commission and some other boards not relevant to this study.

[24] The physical therapist board comprises two professionals, a physician, and two public members. The police council has nine professional members and 11 others.

- **Regulated community input on professional member vacancies**. It is explicitly sought from professional associations, for four boards: physical therapist, pharmacist, C.P.A, and fire. At the same time, none of the public health board members may have served within the past year as an officer of a professional association.

- **Department representation**. The Department of Energy and Environmental Protection (DEEP) commissioner chairs the environmental professional board, and the Department of Emergency Services and Public Protection commissioner serves on the police council.

Term limits. Although many boards have statutory member term limits, the limits appear ineffective for several boards. Department staff reported that, in some cases, members served for decades. It is unclear whether governors re-appointed members past their term limits, or the members simply continued serving in the absence of the positions actively being filled by new governors.

Vacancies. During summer 2011, there were vacancies on eight boards of the twenty examined in this study. Six boards were experiencing vacancies only for public members, one board for municipality representatives, and one both for both public members and a profession representative. Five boards with public member vacancies were missing only one member, but two boards (State Dental Commission and State Board of Examiners for Nursing) each had two public slots open, making them out of compliance with the statutory requirement for one-third public representation.

Compensation. Mileage reimbursement to and from board meetings is issued to members of Department of Consumer Protection boards and the accountancy board, but not to those on the DEEP or Department of Public Health boards, according to communications with department staff.

Table G-1. Composition of Boards Regulating Licensed Professions Similar to Educator									
License(s)	***Board***	***# Members***	***Professional Members***		***Public Members***		***Other Members***	***Term Limit***	***Pro. Member Selection Input from Community***
			#	***Restrictions***	***#***	***Restrictions***			
Department of Consumer Protection									
Architect	Architectural Licensing Bd.	5	3	CT residents	2	None	None	2 consec. terms	None
Engineer & Land Surveyor	State Bd. of Examiners for Pro. Engineers and Land Surveyors	12	8	3 engineers; 3 land surveyors; 2 both engineers and land surveyors	4	None	None	2 consec. terms	None
Landscape Architect	State Bd. of Landscape Architects	7	4	Practicing for 10+ yrs.; residing in and main business location in CT	3	None	None	2 consec. terms	None
Pharmacist	Commission of Pharmacy	6	4	Full-time; 2+ community retail; 1+ employed in CT hospital	2	None	None	2 consec. terms	Yes; may be selected from association nominees
Department of Energy and Environmental Protection									
Licensed Environmental Professional	State Bd. of Examiners of Env. Pros.	11	6	2+ w/ hydro-geology expertise; 2+ engineers	4	2 active members of org. promoting env.; 1 active member of org. promoting business; 1 employee of lending institution	DEP commissio ner (chair)	None	None

Table G-1. Composition of Boards Regulating Licensed Professions Similar to Educator									
License(s)	***Board***	***# Members***	***Professional Members***		***Public Members***		***Other Members***	***Term Limit***	***Pro. Member Selection Input from Community***
			#	***Restrictions***	***#***	***Restrictions***			
Department of Emergency Services and Public Protection									
Fire	CT Commission on Fire Prevention and Control	14	12	2 each representing: --CT State Firemen's Assoc. --CT Fire Chiefs Assoc. --Uniformed Firefighters of the Int'l Assoc. of Firefighters, AFL-CIO --CT Fire Marshals Assoc. --CT Fire Dept. Instructors Assoc. --CT Conference of Municipalities	0	Not applicable	2 ex officio voting: State Fire Marshal, and chancellor of community colleges	3 yrs	Yes; may be selected from association nominees
Police	Police Officer Standards and Training Council	20	9	--8 members of CT Police Chiefs Assoc. holding office or employed as chief in a CT municipality --Municipal officer with rank of sergeant or lower	5	None	6: See Note at bottom of table	None	None

Table G-1. Composition of Boards Regulating Licensed Professions Similar to Educator									
License(s)	***Board***	***# Members***	***Professional Members***		***Public Members***		***Other Members***	***Term Limit***	***Pro. Member Selection Input from Community***
			#	***Restrictions***	***#***	***Restrictions***			
Department of Public Health									
Dentist	State Dental Commission	9	6	Practicing in good standing; CT residents	3	None	None	2 consec. terms	None
Nurse & APRN	State Bd. of Examiners for Nursing	12	8	In good standing; 2 grads of LPN school; 5 RNs (3 connected w/ nursing ed., 2+ w/ Master's degree in nursing; 1: LPN instructor); CT residents	4	None	None	2 consec. terms	None
Optometrist	Bd. of Examiners for Optometrists	7	4	CT residents practicing in good standing	3	None	None	12 yrs.	None
Physical Therapist	Bd. of Examiners for Physical Therapists	5	2	None	2	None	1 physician	2 consec. terms	Yes, for both phys. therapist and physician
Physician	Medical Examining Bd.	15	10	5 practicing in CT; 1 full-time faculty at UConn med. school; 1 full-time chief of staff in CT general-care hospital; 1 supervising 1+ physician	5	Cannot have immediate family member who is a physician or P.A. licensed in CT	None	2 consec. terms	None

Table G-1. Composition of Boards Regulating Licensed Professions Similar to Educator									
License(s)	***Board***	***# Members***	***Professional Members***		***Public Members***		***Other Members***	***Term Limit***	***Pro. Member Selection Input from Community***
			#	***Restrictions***	***#***	***Restrictions***			
				assistants (P.A.s); 1 osteopathic school graduate; 1 P.A.; CT residents in good standing					
Physician - Chiropractor	State Bd. of Chiropractic Examiners	7	4	3+ years of experience in CT; CT residents practicing	3	None	None	2 consec. terms	None
Physician - Homeopath	Homeopathic Medical Examining Bd.	5	3	None	2	None	None	2 consec. terms	None
Physician - Naturopath	State Bd. of Naturopathic Examiners	3	2	Practicing; of CT	1	None	None	None	None
Physician - Podiatrist	Bd. of Examiners in Podiatry	5	3	CT residents practicing and in good standing; graduates of approved schools	2	None	None	2 consec. terms	None
Psychologist	Bd. of Examiners for Psychology	5	3	CT residents practicing, in good standing	2	CT residents	None	2 consec. terms	None
Veterinarian	Bd. of Veterinary Medicine	5	3	CT residents practicing, in good standing	2	None	None	2 consec. terms	None

Table G-1. Composition of Boards Regulating Licensed Professions Similar to Educator									
License(s)	***Board***	***# Members***	***Professional Members***		***Public Members***		***Other Members***	***Term Limit***	***Pro. Member Selection Input from Community***
			#	***Restrictions***	***#***	***Restrictions***			
Secretary of the State									
Certified Public Accountant	State Board of Accountancy	9	5	CT residents	4	CT residents	None	2 consec. terms	Yes: 5 names given for each vacancy

Note: The police council's 6 "other" (non-professional, non-public) members are:
--Chief State's Atty
--UConn faculty member
--Chief administrative officer of a CT municipality
--Chief elected official or officer of a CT municipality with population under 12,000, lacking an organized police dept.
--2 ex officio voting: DESPP commissioner and FBI special agent-in-charge in CT
Source of data: PRI staff review of statute - 2011