



2017 EDUCATOR STANDARDS BOARD REPORT

JULY 1, 2017

Professional Educator Standards Boards
1629 K Street, NW, Suite 300
Washington, DC 20006

FOREWORD

This document contains information from prior reports on professional educator standards boards and is intended to provide a picture of how these boards impact education policy and practice in the profession.

The Professional Educator Standards Boards Association's (PESBA's) mission is to serve as the national representative of professional standards boards on behalf of the educators we license and the students we serve.

MEMBER STATES

Alaska – Professional Teaching Practices Commission
California – Commission on Teacher Credentialing
Delaware – Professional Standards Commission
Georgia – Professional Standards Commission
Hawai'i – Professional Standards Board
Iowa – Board of Educational Examiners
Kentucky – Education Professional Standards Board
Minnesota – Professional Educator Licensure and Standards Board
North Dakota – Education Standards and Practices Board
Oklahoma – Commission for Teacher Preparation
Oregon – Teacher Standards and Practices Commission
Washington – Professional Educator Standards Board
Wyoming – Professional Teaching Standards Board

PESBA OFFICERS (2017-2018)

Chair: Mary Vixie Sandy, California
Vice-Chair: Jennifer Wallace, Washington
Executive Board Representative: Chris Kenton, Delaware

REPORT PREPARED BY

Victoria Chamberlain – VBC Education Consultant, Portland, Oregon, PESBA Executive Director

Introduction

The Professional Educator Standards Board Association (PESBA) grew out of interest in collaborating and sharing current knowledge by standards board executive directors in the mid to late 2000's. The licensure/certification of professional educators, the state approval or accreditation of college and university preparation programs, and the professional conduct of educators has long been the focus of the National Association of State Directors of Teacher Education and Certification (NASDTEC). For states where the educator licensure, preparation program approval, and licensure discipline lies primarily within the states' departments of education, issues of funding, technology, and policy development are often addressed differently than in states where these functions lie primarily within the authority of a professional educator standards board – often a much smaller autonomous unit, and often only funded from certification/licensure fees to operate. Professional standards boards' policy decision-making relies primarily on the direct involvement of active professional educators. Whereas, in the state department model, decision-making related to professional licensure and related issues falls either on an elected or appointed education official's already over-burdened desk, or with an equality over-burdened appointed lay state Board of Education.

These operational differences came glaringly to light during the implementation of the federal No Child Left Behind Act (NCLB) in 2002, formerly known as the Elementary and Secondary Education Act (ESEA). For the first time in history, federal legislation required states to change their licensure and practice laws and regulations to align with the federal definition for “highly qualified” teachers and other federally-dictated standards for teacher licensure qualifications. Federal legislation set requirements for certification that were unprecedented, including the requirement that all teachers be “fully certified” in the content in which they were teaching. Furthermore, the legislation was specific about how content knowledge was to be assessed. Educator licensure standards, discretion regarding assessment of those standards, and expectations, specifically related to *teacher* licensure, was taken from states, and at the time, rested in the hands of the United States Department of Education.

The oversight and funding for implementing a “highly qualified” teaching workforce was given exclusively to each State Education Agency (SEA). By federal definition, SEAs did not include professional educator standards boards.

Standards boards and SEAs necessarily had to strengthen their relationships to avoid bringing confusion to professional educators, the profession as a whole, and the states' Local Education Agencies (LEAs) who were required to ensure that their teaching workforces met the federal definitions for “highly qualified” teachers. All money related to implementing state rules and guidelines for “highly qualified” teachers went directly to the SEAs, often leaving standards boards in the awkward position of having the regulations, databases, and other oversight of highly qualified certified teachers, but none of the regulatory or financial resources to ensure alignment with the federal laws.

Professional educator standards boards and their executive directors realized that they had little voice at the federal level and in other national forums related to these issues, even though they had the primary authority over the state certification requirements for licensed professional educators.

Consequently, in 2010, the Professional Educator Standards Board Association was formed as a special committee within the National Association of State Directors of Teacher Education and Certification following the production of a brief report related to professional standards boards. PESBA now holds a voting seat on the NASDTEC board of directors.

The first meeting of PESBA was held during the 2010 annual NASDTEC Conference held in

Indianapolis. PESBA was formed to foster communication among the standards boards, establish a national presence on behalf of professional educator standards boards and provide information and support to jurisdictions seeking to establish independent professional educator standards boards.ⁱ

Without the work of the National Education Association within the United States over several decades, professional educator standards boards would not have the presence they have today in many states in which they have been established. Additionally, the oversight of educator professional licensure, licensure preparation standards and professional ethics and conduct as it relates to the license would still reside exclusively within the jurisdiction of the K-12 or higher education state governance structure in each state, rather than in the hands of boards comprised of actively practicing licensed educators, preparation faculty and other key education stakeholders.ⁱⁱ

Professional educator standards boards focus exclusively on the *licensed authorization to practice* as a professional educator under standards set in each state. Like other professional standards boards, policy and actions are focused exclusively on the professional license. While issues may arise during *employment* as a licensed education professional, the only way that professional standards boards impact employment is by removing or restricting the professional educator's state-authorized ability to *practice* as an educator by removing or restricting the educator's *license* to practice. Thus, employment issues only impact a professional educator if the conduct rises to such a level, that the state takes disciplinary action against the educator's license because of that conduct. Many people get confused about the difference between employment issues between an educational employer and the licensed professional, particularly contract disputes, which are dealt with between the educational employer (usually a school district) and the licensee. Professional educator standards boards (or the state Board of Education) give the licensee the right to be in the employment relationship in the first place.

Licensure versus Certification: Throughout this report, licensure will be used to describe state actions to authorize professional educators to practice as an education professional (teacher, administrator, counselor, etc.) within the standards of that state. For decades, the term "certification" was used universally to refer to the authorization by the state for educators to practice in the profession. Following the establishment of the National Board for Professional Teaching Standards (NBPTS), many states moved to calling state authorization to practice "licensure" and leaving the term "certification" as a national recognition action bestowed by the NBPTS. Thus, throughout the United States, both "licensure" and "certification" are used interchangeably to describe a state's action to authorize professional educators to practice. Most state boards for other practicing professions (nurses, doctors, realtors, etc.) issue *licenses* to practice, and not *certificates* to practice.

Educator versus Teacher: When the movement to establish professional standards boards was started in 1946, the NEA was "an association of confederated organizations"ⁱⁱⁱ that represented "classroom teachers, school principals, school superintendents, higher education, school secretaries, and retired teachers."^{iv} In the early 1970's, collective bargaining legislation throughout the nation divided teachers from school administrators and classified employees. NEA's biggest professional organization in 1946 was made up of classroom teachers. Today, all standards boards license teachers, administrators, and other educational professionals such as school counselors, school psychologists, librarians, etc.). Instructional assistants are also licensed in a few states, but that is the exception and not the rule. Thus, while the movement toward standards boards started out focusing on teachers, the fact that *all* professional educators are part of professional educator standards boards' authority, has resulted in the terminology reference to professional "educator" standards boards rather than

professional “teacher” standards boards. It is noteworthy that all the established state professional educator standards boards have representation from teachers, administrators, and higher education in addition to other represented classes of public education interests.

History of Professional Standards Boards

The history of professional educator (particularly teacher) standards boards can be traced to key activities by the National Education Association (NEA). The NEA has focused on elevating the teaching profession since its inception in 1857.^v For the next 90 years, the NEA’s focus was on public schools, and advancing the conditions for teachers, noting that teacher qualifications varied greatly from state to state.^{vi} In 1946, NEA created the National Commission on Teacher Education and Professional Standards (NCTEPS)^{vii} to address the state of the profession and the lack of uniformity regarding standards for teacher preparation.^{viii} A 1947 report to the NEA Representative Assembly, promoting the establishment of independent professional standards boards in each state, launched the professional standards boards movement.^{ix}

Despite an impressive effort by NEA and support from NEA state affiliates, the first professional standards board was not established until 1965 when Oregon’s Legislature created the Teacher Standards and Practices Commission as an advisory standards board to the Oregon State Board of Education. Eight years later, in 1973, the Oregon Legislature established the nation’s first *autonomous* professional educator standards board.^x

In 1969, following adoption of a platform for “Professional Autonomy and Freedom,” the NEA’s president, George D. Fisher said, in part, in his address to the 1969 NEA Representative Assembly (RA):

The NEA National Commission on Teacher Education and Professional Standards believes that each state should have a legally established professional standards board charged with the following responsibilities: (a) licensure of educational personnel; (b) state-level accreditation of teacher education, including initial, graduate, and continuing education; and (c) the promotion of studies and research designed to improve teacher education, including initial, graduate and continuing education.^{xi}

The first “Professional Autonomy” resolution passed at the NEA 1969 RA read: “The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards, and profession practices commissions, must set and enforce standards of practice, ethics, and competence.”^{xii}

Working together with other educator interests, NEA state affiliates were responsible for the early success and establishment of professional educator standards boards in Oregon, California, and Minnesota. By 1998, nearly 30 years later, there were 15 established independent professional educator standards boards with substantial autonomy over the state’s standards for the educator profession. In the face of reduced state and federal education funding, attempts to establish national student performance standards, and other student and teaching performance efforts, by 2017, that number has dwindled. Standards boards that have been either abolished, deregulated, or otherwise disempowered since 1998 include:

- Indiana;
- Nevada;
- North Carolina;
- Oklahoma;
- Texas; and
- West Virginia.

What Are Professional Educator Standards Boards?

Professional Educator Standards Boards are boards that have been established by the governing legislative policy body of a state or jurisdiction to regulate the essential functions of the education profession. These gubernatorially-appointed boards are representative of the active licensure personnel in the state, educator preparation interests and other education stakeholders. The purpose of the boards is to ensure that practicing professionals have set the standards for all aspects of professional educator licensure, preparation, and professional conduct. These standards boards ensure there are primarily actively practicing educator professionals who are evaluating the conduct of other licensed professionals as well as determining the appropriate sanction as it relates to retaining a professional educator license. Without professional standards boards, these policy and licensure decisions are left to lay political appointees on state Boards of Education, the appointed or elected Chief State School Officer or to designated employees within large Departments of Education whose policy energies are largely focused on funding, and school district and student performance issues.

Additionally, licensure fees or fines exclusively support most standards boards rather than other state general fund dollars. This allows the budgets for these agencies to stay outside of the political frays associated with distributing general fund state dollars to broader education interests.

How are Professional Standards Boards Classified?

There are three types of Professional Educator Standards Boards: Independent, Semi-Independent, and Advisory.^{xiii}

Independent Professional Educator Standards Boards are boards that are generally autonomous and have:

- a) Been created by state statute;
- b) Accountability directly to the Governor and state Legislature;
- c) A majority of its members appointed by the Governor with substantial representation from members of the licensed profession;
- d) Authority to set standards for licensure issuance and renewal;
- e) Authority to collect fees for licensure;
- f) Authority to monitor ethics and practice by issuing discipline against a license including but not limited to: revocation, suspension, reprimand, probation and/or fines;
- g) Authority to set standards for and approve educator licensure preparation programs;
- h) Authority to hire staff; and
- i) Oversight of its agency budget.^{xiv}

Semi-Independent Professional Educator Standards Boards are boards that are partially autonomous and generally have:

- a) Been created by state statute;
- b) Accountability, in whole or in part, directly to the Governor, state Legislature, Chief State School Officer, or state Board of Education;
- c) A majority of its members appointed by the Governor with substantial representation from members of the licensed profession;
- d) Semi-Independent boards may or may not have the independent statutory authority to:
 - i. Set standards for licensure;
 - ii. Issue or renew licenses;
 - iii. Collect fees for licensure;

- iv. Monitor ethics or issue discipline against a license; and
- v. Set standards for or approve educator preparation programs;
- e) Possible independent statutory authority to hire staff;
- f) Limited budget oversight.^{xv}

Advisory Professional Educator Standards Boards are boards that are not autonomous and generally have:

- a) Been created by statute, state Boards of Education, Chief State School Officers or by another state agency;
- b) Accountability to the agency or authority under which it is created;
- c) Members appointed by authorities other than the Governor;
- d) An advisory role to the board, agency or appointing authority to which it is responsible;
- e) No staff hiring authority;
- f) No budget oversight.^{xvi}

Not all boards fit tidily within one of the three definitions above. Some boards are responsible for all aspects of the professional educator profession including the approval of educator standards, licensure, programs and accreditation, and professional conduct, while other boards are responsible for portions of each of those responsibilities. A similar mix of responsibilities for semi-independent and advisory educator standards boards may be found across the nation.

Independent and Autonomous Professional Educator Standards Boards

There are thirteen independent and autonomous standards boards with authority all or part of the following areas: professional licensure, licensure preparation program approval and professional conduct standards. Minnesota has two professional educator standards boards, one for teachers and one for administrators.^{xvii}

Alaska and Pennsylvania, have standards boards that are strictly responsible for educator discipline but act independently and autonomously in these areas. Alaska and Pennsylvania’s boards have full authority regarding licensure sanctions. The Governor appoints members in Pennsylvania and the Governor, with Legislative approval, appoints members in Alaska. Licensing and program approval is housed in the state Departments of Education in these two states.

**Chart 1
Overview of Independent Professional Educator Standards Boards**

State	Licensure / Certification Standards	Issue Licenses / Certificates	Educator Program Approval or Accreditation Standards	Program Approval or Accreditation and Candidate Assessment	Professional Conduct Standards	Issue Sanctions on Licenses
Alaska					X	X
California	X	X	X	X	X	X
Georgia	X	X	X	X	X	X
Hawaii	X	X	X	X	X	X
Iowa	X	X			X	X
Minnesota	X	X	X	X	X	X
North Dakota	X	X	X	X	X	X
Oregon	X	X	X	X	X	X
Pennsylvania					X	X

Vermont	X	X	X	X	X	X
Washington	X		X	X	X	
Wyoming	X	X	X	X	X	X

Semi-Independent Professional Educator Standards Boards

Some states have semi-independent professional educator standards boards. These are boards that share responsibility with the state’s Board of Education or the chief state school officer. As with the independent boards, the responsibility for each board varies by state. Chart 2 (below) displays those states with semi-independent standards boards and their responsibilities.

South Dakota has two separate boards (commissions) – one for teachers and one for administrators each responsible exclusively for professional practices. South Dakota’s commissions have autonomy over public reprimands, private reprimands, and plans for improvement. The commissions are advisory to the secretary of education for both suspensions and revocations. The Governor appoints commission members in South Dakota. Licensing and program approval is housed in the state Department of Education.^{xviii} Oklahoma previously was considered an independent standards board, but legislative changes have made it semi-independent.^{xix}

Chart 2 Overview of Semi-Independent Professional Standards Boards Duties						
State	Licensure / Certification Standards	Issue Licenses / Certificates	Educator Program Approval or Accreditation Standards	Program Approval or Accreditation and Candidate Assessment	Professional Conduct Standards	Issue Sanctions on Licenses
Delaware	X	X			X	X
Kentucky	X	X	X	X	X	X
Maryland	X	X	X	X		
Nevada	X	X				
Oklahoma			X	X		
South Dakota					X	X
Texas	X	X	X	X	X	X

Advisory Professional Educator Standards Boards

Some states have advisory standards boards that make recommendations to the state Board of Education and/or the Chief State School Officer regarding educator policy. The areas of responsibility vary state by state for these boards. Chart 3 displays the states with advisory standards boards and their areas of responsibilities.

Chart 3 Overview of Advisory Professional Standards Boards Duties						
State	Licensure / Certification Standards	Issue Licenses / Certificates	Educator Program Approval or Accreditation Standards	Program Approval or Accreditation	Professional Conduct Standards	Issue Sanctions on Licenses
Arkansas	X	X	X	X	X	
Florida						X

2017 EDUCATOR STANDARDS BOARD REPORT

Idaho	X	X*				
Illinois	X		X			
Mississippi	X	X	X	X		
Missouri	X	X	X	X		
Montana	X					
Nebraska	X	X	X	X	X	
New Jersey	X	X	X	X		
New York	X	X	X	X	X	X
Ohio	X	X				
Virginia	X	X	X	X		
West Virginia	X	X	X	X	X	X
Wisconsin	X	X	X	X		

* Idaho Board is only responsible for alternative programs.

The 18 remaining states (including the District of Columbia), do not have standards boards. The responsibility for educator preparation, licensing and discipline falls within the authority of one or more of the state's departments of K-12 or higher education. Chart 4 lists the states where educator responsibilities are housed within the state Department of Education, the state Board of Education or shared between the Department of Education, and the Department of Higher Education.

Chart 4 States Without Professional Educator Standards Boards (18)
Includes States that Formerly Had Standards Boards (*)
Alabama
Arizona
Colorado
Connecticut
District of Columbia
Indiana*
Kansas
Louisiana
Maine
Massachusetts
Michigan
New Hampshire
New Mexico
North Carolina
Rhode Island
South Carolina
Tennessee
Utah

Appointing Authorities

The appointing authority for professional standards boards members may be the Governor, the Legislature, the Chief State School Officer or the state Board of Education or any combination of these authorities.

Chart 5 provides an alphabetical listing of all states and the District of Columbia, their standards

board type, and the established appointing authorities. The state Department of Education is responsible educator preparation polices where no standards board exists.

Chart 5 Standards Boards, Board Type, and Appointing Authority		
State	Board Type	Appointing Authority
Alabama	None	
Alaska Professional Teaching Practices Commission	Independent	Governor/Legislature
Arizona	None	
Arkansas Professional Licensure Standards Board	Advisory	
California Commission on Teacher Credentialing	Independent	Governor/ Senate
Colorado	None	
Connecticut	None	
Delaware Professional Standards Board	Independent	Governor/Senate
District of Columbia	None	
Florida Education Practices Commission	Advisory	State Board of Education/Senate
Georgia Professional Standards Commission	Independent	Governor/Senate
Hawai'i Teacher Standards Board	Independent	Governor
Idaho Professional Standards Commission	Advisory	State Board of Education
Illinois State Educator Preparation and Licensure Board	Advisory	State Board of Education
Indiana	None	
Iowa Board of Educational Examiners	Independent	Governor/Senate
Kansas	None	
Kentucky Education Professional Standards Board	Semi-Independent	Governor/Legislature
Louisiana	None	
Maine	None	
Maryland Professional Standards and Teacher Education Board	Semi-Independent	Governor/Senate
Massachusetts	None	
Michigan	None	
Minnesota Professional Educator and Licensing Standards Board	Independent	Governor/Senate
Mississippi Commission on Teacher and Administrator Certification and Licensure, and Development	Advisory	State Board of Education
Missouri Advisory Council of Certification for Educators	Advisory	State Board of Education
Montana Certification Standards and Practices Advisory Council	Advisory	State Board of Education
Nebraska Professional Practices Commission	Semi-Independent	Governor
Nevada Commission on Professional Standards	Semi-Independent	Governor
New Hampshire	None	
New Jersey Board of Examiners	Advisory	State Superintendent/ State Board of Education
New Mexico	None	
New York Professional Standards and Practices	Advisory	State Board of Regents

Board for Teaching		
North Carolina	None	
North Dakota Education Standards and Practices Board	Independent	Governor
Ohio Educator Standards Board	Advisory	State Board of Education
Oklahoma Commission for Educational Quality and Accountability	Semi-Independent	Governor/Senate
Oregon Teacher Standards and Practices Commission	Independent	Governor/Senate
Pennsylvania Professional Standards and Practices Commission	Independent	Governor/Senate
Rhode Island	None	
South Carolina	None	
South Dakota Professional Teachers Standards and Practices Commission and the South Dakota Professional Administrators Standards and Practices Commission	Semi-Independent	Governor
Tennessee	None	
Texas Board for Educator Certification	Semi-Independent	Governor
Utah	None	
Vermont Standards Board for Professional Educators	Independent	Governor
Virginia Advisory Board on Teacher Education and Licensure	Advisory	State Board of Education
Washington Professional Educator Standards Board	Independent	Governor
West Virginia Commission for Professional Teaching Standards	Advisory	State Board of Education
Wisconsin Professional Standards Council	Advisory	Superintendent of Public Instruction/Senate
Wyoming Professional Teaching Standards Board	Independent	Superintendent of Public Instruction/Governor (rotating basis)

Future of Independent Standards Boards

In 1971, California was the first state in the nation to create a professional educator standards board that was independent from the Department of Education. But the California Commission did not have autonomy over its regulations until 1988. Oregon created the first independent and autonomous professional educator standards board in 1973, granting the agency full autonomy in 1979. Throughout the past three decades, there have been numerous attempts by state legislatures to return the responsibilities held by professional standards boards to either the states’ Boards of Education or Departments of Education. Rarely has the rationale for abolishing the standards boards been based on poor education policy or agency mismanagement but tends to be the result of amorphous political upheaval with differing root causes from state to state. It is noteworthy that other professional licensure boards do not face this same type of political instability. During the writing of this report, Minnesota and Kentucky’s professional educator standards boards sustained major changes to their structure and autonomy. Legislation resulted in Minnesota’s board structural and agency changes. Kentucky’s structural changes were created by gubernatorial executive order despite statutes to the contrary.

Representatives from the current professional educator standards boards meet annually at the NASDTEC summer conference to share notable news, new technology or operational developments and policy issues.

State by State Historical Update

The historical update in this report is for boards that started as independent professional educator standards boards and either continued as independent boards or were abolished or modified significantly after they were created. Not all states with professional educator standards boards are represented in this update.

ALASKA PTPC

Alaska Professional Teaching Practices Commission
Independent

In 1966, seven years after statehood, the Alaska Legislature created the Professional Teaching Practices Commission (PTPC). Although initial responsibilities included ethical and professional performance, preparation for and continuance in professional services, and contractual obligations, currently the PTPC deals solely with educator misconduct and licensure issues related to prior criminal or ethical issues. The Alaska Department of Education and Early Development (DEED) processes all other certification applications, sets certification requirements, and issues certificates. DEED also oversees teacher preparation programs.

The PTPC is an independent body as far as decisions regarding sanctioning of educators' certificates. (The one exception is that the Commissioner of Education needs to concur before an educator's administrative certificate is suspended or revoked.) However, the PTPC does receive administrative support from DEED to support the daily functions of running and maintaining an office. Currently the PTPC is funded entirely from certification fees.

The Alaska PTPC board is composed of 9 members: 5 classroom teachers; 1 principal; 1 superintendent; 1 representative of the office of the Commissioner; 1 higher education representative.^{xx} Board members may serve up to two three-year terms.^{xxi}

There have been no significant legislative events that have changed the structure or functions of the PTPC. However, there were efforts from the Governor's Office in 1991 to dissolve the PTPC and move its functions to within the Department of Education and Early Development. This effort was not successful.^{xxii}

CALIFORNIA CTC

Commission on Teacher Credentialing
Independent

The California Commission on Teacher Preparation and Licensure, later to be re-named the Commission on Teacher Credentialing (CTC), was established by the California Legislature in 1970 as the nation's first independent standards board for the education profession.^{xxiii} The functions of licensure, program approval and educator discipline had been under the policy leadership and management of the California State Board of Education and the California Department of Education prior to the Ryan Act in 1970. Assemblyman Leo Ryan led the multi-year effort to separate and privilege this work by creating an independent state agency with the sole focus of overseeing the preparation and licensure of educators.

The CTC and its standards, examinations and assessments and licensing requirements have been the subject of major legislative interest and activity in each of its five decades of existence. Leo Ryan argued passionately and successfully that teachers should have a major in an academic discipline followed by a fifth year of study with limited focus on methods of teaching. He was particularly interested in moving governance over the teaching profession out of the hands of the education establishment by involving faculty from across the disciplines and practicing teachers in standard setting and oversight of preparation. Toward that end, the Ryan Act called for teachers to pass subject matter tests for licensure, with the proviso that tests could be waived if

candidates completed an approved subject matter program. Because of this legislation, California prepared teachers have not been allowed to hold an undergraduate degree in professional education since 1970.^{xxiv}

Not all stakeholders were on board with the establishment of the independent licensing agency in California. The teachers' associations were supportive on the condition that teachers would hold a majority of seats on the board. Teacher education faculty were initially opposed to the idea altogether. The state Board of Education and state Superintendent of Public Instruction worked to retain control over the preparation and licensure of educators. Several unsuccessful legislative proposals introduced in the 1980's would have moved the licensing function back to the elected Superintendent of Public Instruction, or made the CTC an advisory body reporting to the State Board of Education, or created a separate standards board that would accredit educator preparation, leaving the CTC to manage licensure and educator discipline. The Legislature and Governor did not enact these initiatives; they did, however prove to be an important catalyst for the CTC to significantly strengthen its oversight of educator preparation through the adoption of clear and comprehensive standards and program approval processes.

Legislation in the 1990's replaced program approval with a full accreditation system operated by the CTC and a newly created Committee on Accreditation. The Beginning Teacher Support and Assessment program was launched, and both induction and passage of a performance assessment became mandated licensing requirements for teachers. One of the driving aspirations of lawmakers since 1970 was the creation of a performance based system of preparation that informed accreditation. Statutory changes enacted in the 1990's brought this aspiration to fruition. The next decade simplified reciprocity with other states and eliminated professional growth requirements for credential renewal. In 2014, the Legislature and Governor re-upped their commitment to a performance based accountability system for teachers and teacher preparation by investing in the redesign of the California Teaching Performance Assessment, the development of a similar performance assessment for school administrators, and an overhaul and update of the state accreditation system.

The CTC has established deep roots as an autonomous professional standards board, and seems to have a permanent place in the education policy landscape of California.

The California CTC is composed of 15 members: 6 practicing elementary or secondary teachers; 1 practicing educator holding a service credential (other than administrator); 1 school board member; 4 public members who may not have been credentialed or serviced on a school board in the 5 years previous to appointment; 1 administrator; 1 college or university faculty member; and the state Superintendent of Public instruction or designee.^{xxv} [There are five nonvoting ex-officio higher education representatives to the CTC.] Board members may serve up to two four-year terms.^{xxvi}

With 150 employees, the Commission is the largest agency of its kind in the world, processing more than 250,000 credential documents, accrediting 260 higher education institutions and local education agencies, and processing close to 6,000 complaints about educator misconduct, annually.^{xxvii}

DELAWARE

Professional Standards Board

Semi-Independent

The Delaware Professional Standards Board (PSB) was created by the General Assembly in June 2000. Its charge is to work in consultation and cooperation with the Delaware Department of Education and the state Board of Education to fully implement the provisions under which it was enacted. One compelling reason for its creation was to give educators a voice in decisions that impact the profession.^{xxviii}

The PSB is responsible for promulgating rules and regulations, in cooperation with the Delaware Department of Education in the following: Licensure and Certification requirements, educators' professional development, establishing criteria for approval of professional development activities for continuing licensure and for salary supplements, and establishing criteria for paraprofessional qualifications and training. If the proposed rules and regulations are approved by the state Board of Education, the rules become law. The Delaware Department of Education enforces the rules.^{xxxix}

The Delaware PSB is composed of 16 members: 8 public school teachers in specified fields who have demonstrated excellence in the field; 4 public school administrators; 1 local school board member; 2 parents with children in public school; and 1 representative of higher education.^{xxx} (The Governor selects the PSB chair.) Board members may serve multiple three-year terms if reappointed.^{xxxi}

GEORGIA GaPSC

Professional Standards Commission
Independent

Because of legislation introduced by the Georgia Association of Educators in 1991^{xxxii}, the Georgia Professional Standards Commission (GaPSC) was created in statute by the Georgia General Assembly on July 1, 1991, to assume full responsibility for the preparation, certification, and conduct of certified, licensed, or permitted personnel employed in the public schools of the State of Georgia. That statute established the Commission's authority as an independent agency separate from the Georgia Department of Education (GaDOE).^{xxxiii}

The authority and responsibilities of the GaPSC have been expanded several times since its creation in 1991. In 1994, the development and administration of teacher testing was added. In 1998, the GaPSC assumed the investigation, monitoring, and due process responsibilities associated with educator professional conduct cases (ethics) that were previously performed by the Georgia Professional Practices Commission.^{xxxiv}

The Georgia PSC is composed of 18 members: 9 teachers (at least - 2 from grades K-5; 2 from grades 6-8; 2 from grades 9-12; and not more than one certified teacher from a private school); 2 administrators; 2 faculty from higher education; 2 school board members; and 3 members from the private sector with an interest in education. Board members may serve up to two three-year terms.^{xxxv}

In 2009 and 2010, the Georgia General Assembly added statutory language that placed restrictions on paying educators a salary increase based on their earning advanced degrees in educational leadership. Effective July 1, 2010, placement on the state salary schedule for educators earning an advanced leadership degree depends on whether the educator is employed in a leadership position as defined by the state Board of Education.^{xxxvi}

Legislation effective July 1, 2014, and applicable to the 2014-2015 school year, required local school systems and charter schools to report all unsatisfactory, ineffective, and needs development ratings on all summative performance evaluations of certificated personnel to the Georgia Professional Standards Commission (GaPSC).

Legislation effective July 1, 2016, and relating to the "Quality Basic Education Act," revised provisions relating to annual teacher, principal, and assistant principal evaluations and student assessment.^{xxxvii}

HAWAI'I HTSBHawai'i Teacher Standards Board
Independent

Efforts to establish an independent professional educator standards board began in Hawai'i in the early 1970s.^{xxxviii} In 1974, with NEA's assistance, the Hawai'i State Teachers Association held two conferences for its teachers to educator members on the value of having an independent professional educator standards board.^{xxxix} This work continued over the course of the next two decades – including an unsuccessful effort to establish an independent board in 1975.^{xl}

In 1995, legislation establishing the independent Hawai'i Teacher Standards Board, was signed into law by the governor.^{xli} The 1995 legislation authorized the Hawaii Teacher Standards Board (HTSB) to set minimum licensing standards and requirements for Hawai'i public school teacher licensure. In 2002, the Legislature transferred full responsibility for teacher licensing and state approval of teacher education and preparation to the HTSB.^{xlii}

The HTSB was created to enable educators to become a self-regulating profession and to adopt high standards for preparation and licensure. These standards and the criteria for licensure support a high-quality education for Hawai'i's keiki.^{xliii} An independent board ensures that there is a “firewall” between an educator's employer and licensure. HTSB's focus is on educator preparation and licensure, not employment or P-12 policy. In addition, the board is composed of teachers from all geographic areas of the state, bringing experience and input from the field to licensing and preparation policies.

The Hawai'i TSB is composed of 15 members: 6 public school classroom teachers; 3 public school educational administrators; the chair of the Hawai'i state Board of Education (or designee); the Superintendent of Schools (or designee); the dean of the University of Hawai'i's College of Education - Manoa (or designee); 2 public members; 1 representative from the Hawai'i Association of Independent Schools.^{xliiv} Board members may serve up to three consecutive three-year terms.^{xliv}

In 2009, the Legislature amended the HTSB's authority by specifying a four-year term for its Executive Director and requiring approval of the selection by the Board of Education.^{xlvi}

INDIANA PTSBProfessional Teaching Standards Board
Abolished

“From 1975 to 1984, Indiana's Teacher Training and Licensing Commission had the authority to license teachers and accredit teacher preparation programs. The Commission had an educator majority. In 1985, it became an advisory committee to the Indiana State Board of Education.”^{xlvii}

From 1987 to 1992, efforts were undertaken to study the feasibility of a professional standards board and at least two efforts to establish the board legislatively were killed. Following “intensive lobbying by ISTA,”^{xlviii} the independent Indiana Professional Teaching Standards Board was established legislatively.

In 1992, the board began with a majority of teacher members. Over time, other groups were added until it was 50% teachers and 50% other education representatives. Sometime before 2011, the board lost its independence and became advisory to the state Superintendent of Public Instruction. In 2011, the Indiana Professional Teaching Standards Board was abolished and its responsibilities were transferred to the state Board of Education.^{xlix}

IOWA BOEE

Iowa Board of Educational Examiners
Independent

The Iowa State Education Association (ISEA) collaborated with the National Education Association throughout the 1970's to educate members on the value of establishing a professional educator standards board.ⁱ In 1981, ISEA sponsored legislation to establish a professional educator standards board failed. In 1989, the ISEA successfully sponsored legislation establishing the Iowa Board of Educational Examiners, an independent professional standards board.ⁱⁱ

The Iowa BOEE is composed of 12 members: 5 non-administrative licensed practitioners; 4 licensed administrators; 1 Director from the Department of Education; 2 public members (1 school board member; neither may have ever been licensed).ⁱⁱⁱ The board members may serve up to two four-year terms (except the Director of the Department of Education who serves throughout her or his term).ⁱⁱⁱⁱ

In 2012, legislative action was taken to change the selection of the Executive Director from the Iowa Board of Educational Examiners to the Governor. Additional legislation in 2012, resulted in regular mandatory reporting of three specific disciplinary standards statistics to the legislature.^{liv}

KENTUCKY EPSB

Education Professional Standards Board
Semi-Independent

"The Kentucky Education Association's (KEA) work to establish an independent professional standards board began in the early 1960s."^{iv} In 1986 and 1988, the KEA proposed legislation to establish the board failed.^{vi} In 1990, the Kentucky Education Professional Standards Board (EPSB) was established as a semi-independent board as part of the Kentucky Education Reform Act (KERA). The Kentucky State Board of Education retained veto power over the standards boards' work. On July 1, 2000, the EPSB became an independent agency by executive order.^{vii} By executive order issued June 2, 2017, the previous board was abolished and a new board was established. While the executive order maintained an independent standards board and agency in Kentucky, final decisions on educator misconduct by the Board are now appealable to the Kentucky Board of Education (KBE) and the KBE must approve all regulation changes.

The newly-formed Kentucky EPSB is composed of 15 members: 1 elementary school teacher; 1 middle school teacher; 1 high school teacher; 1 science, technology, engineering, or mathematics teacher; 1 arts and humanities teacher; 1 exceptional education teacher; 1 career and technical education professional; 1 principal or school administrator; 1 school counselor or psychologist; 1 faculty member of a private postsecondary institution; 1 faculty member of a public postsecondary institution; 1 dual appointee of the School, Curriculum, Assessment and Accountability Council; and 1 parent or member-at-large.^{viii} Board members may serve up to one four-year term.^{lix}

MINNESOTA PELSB

Professional Educator and Licensing Standards Board
Independent

In 1967 the Minnesota Legislature established the Professional Teaching Practices Commission to develop a code of ethics for teachers and "... to provide measures through which the observance of such standards by the members of the profession may be promoted and enforced."^{lx}

In 1973, the Legislature changed the name from the Professional Teaching Practices Commission to the Teacher Standards and Certification Commission and the duties of the Commission were

expanded to resemble the current work of the Board of Teaching. Many state Board of Education responsibilities were shifted to the Commission, including: teaching certificate issuance, teacher qualifications rule promulgation, renewal requirements, certificate issuance to out-of-state applicants, and fees establishment for certificates.^{lxii} Additionally in 1973, the Commission's authority was expanded to include disciplinary matters relating to violations of the Code of Ethics.^{lxiii}

In 1976 the Legislature changed the Commission's name to the Board of Teaching, an identity kept for 41 years until new legislation was passed in 2017. Another significant change in 1976, changed the state's language from "certification" to "licensure," the term used to this day.^{lxiii}

The Board of Teaching's primary mission is to assure that Minnesota students are served by licensed teachers who are equipped to deliver effective instruction and meet the instructional needs of all learners. To that end, over the course of the last 44 years, the Board of Teaching has provided leadership in teacher education by establishing and maintaining licensure standards and requirements, approving institutions and licensure programs to prepare Minnesota teachers, and by establishing and enforcing the Code of Ethics for Minnesota teachers.^{lxiv}

The Minnesota Board of Teaching currently consists of 11 members appointed by the Governor; appointments and board member terms are subject to the parameters set forth in Minnesota statute.

The Board's initial grant of authority hasn't been changed in statute since 1976 but has been the subject of scrutiny since 2014. In 2015-16 the board and the state Department of Education's licensing division were subject to legislative audit due to the confusing nature of the governance structure for teacher licensing in Minnesota. (While the Board of Teaching set policy for teacher licensure, and a separate board set policy for administrator licensure, licenses were issued by staff within the Minnesota Department of Education.) Because of the audit, a legislative study group on teacher licensure was formed in May 2016, consisting of 6 members of each legislative body (House/Senate) divided equally between each party. The Education Committees of the House and Senate took up the interim report at the start of the 2017 session. While findings of the audit did not attribute fault to the board members and staff, the Legislature pushed for dissolution of the standards board model and sought to roll all activities to the state Department of Education, under the control of the Commissioner of Education.

A 2017 special session of the Legislature passed a bill making the following changes to the Board of Teaching:

1. The Board of Teaching is abolished and a new Professional Educator and Licensing Standards Board must be established by January 2018. The legislation combines the Board of Teaching with the Department of Education Licensing division.^{lxv} Staff for the new agency will grow from 6 to 22 and the budget will increase from less than \$1 million to \$3.4 million to develop new licensure technology.
2. New board composition (11): 6 teachers: (1 charter school teacher, 1 metro teacher, 1 rural teacher, 1 special education teacher, 1 teacher from a teacher preparation program and 1 related services licensed individual [school social work, school psychology, school nursing]); 1 superintendent (alternating appointments rural/metro); 1 human resources director; 1 administrator of special service cooperatives that oversees a special education program; 1 principal (alternating appointments elementary/secondary); 1 member of the public (may be a school board member).
3. New board provisions: All current Board of Teaching members are dismissed as of January 2018 and are ineligible for appointment to the new board; only the new board is authorized to hire the new executive director; the Governor to appoint new members for

service beginning January 2018 and to name a chair to hold the first meeting in February 2018 when a permanent chair may be elected.

4. New Career and Technical; Education (CTE) licensure provisions allowing CTE educators to teach with an AA or AS degree, all others must hold a BA/BS or higher degree.
5. New Tiered Licensure system enacted and to be implemented by July 1, 2018 – which would allow someone to teach for a career on Tiers 1, 2 & 3 without any pedagogy training.^{lxvi} **Note:** The Minnesota Governor objected to the proposed tiered licensure provisions and whether these provisions will be implemented is yet to be determined.

NORTH DAKOTA ESPB

Education Standards and Practices Board
Independent

“Prior to 1995, North Dakota had a Teachers’ Professional Practices Commission that was an advisory commission to the state’s department of education.”^{lxvii} In 1993, legislation introduced by the North Dakota Education Association (NDEA), established the North Dakota Education Standards and Practices Board (ESPB), and become effective on July 1, 1995.^{lxviii}

Since 1996, ESPB has been responsible for teacher licensure, teacher education program approval, professional development and professional practices. As an independent board, no state dollars are received and the board carries out its duties funded by the licensure fees of the educators in North Dakota.^{lxix}

The North Dakota ESPB is composed of 11 members: 4 classroom teachers from public schools; 1 classroom teacher from a private school; 2 school board members; 2 school administrators; 1 dean of a college of education and the Superintendent of Public Instruction (or designee) as ex-officio, nonvoting.^{lxx} Board members may serve up to two three-year terms.^{lxxi}

In 2011, the North Dakota Teacher Support System was created requiring that teacher induction for first-year teachers be provided in participating school districts. The North Dakota ESPB has governing authority over this system.

In August 2016, legislation required teacher licensure applicants to validate that they have completed mental health training upon initial application for licensure. Institutions of higher education are mandated to provide the training.^{lxxii}

OKLAHOMA CEQA

Commission for Educational Quality and Accountability
Semi-Independent

Oklahoma achieved its first advisory professional standards board in 1947. From 1947 to 1995, the Oklahoma Education Association worked to change that board from an advisory board to an independent board with a teacher majority. In 1995, the Oklahoma Legislature passed, and the Governor signed into law the Oklahoma Commission for Teacher Preparation (CTP), an independent board without a teacher majority.^{lxxiii} From 1995 to 1997, the CTP had authority for the approval and accreditation of teacher education programs and the assessment of candidates for licensure and certification so long as it included the State Board of Education in the process. In 1997, the CTP assumed full responsibility for those functions.

The Oklahoma CTP was originally composed of 20 members^{lxxiv}: 5 teachers (4 classroom teachers, and one vocational-technical teacher); 2 administrators (1 principal and 1 superintendent); 3 from higher education (1 dean/director of teacher education from a private institution, one arts/sciences faculty member, and one education faculty member); 2 regents from the Oklahoma Board of Regents; 2 members of the Oklahoma State Board of Education; 4 ex-

officio nonvoting members (Superintendent of Public Instruction, the Chancellor of Higher Education, the Director of the State Department of Vocational and Technical Education, and the Secretary of Education or designee). The board grew to 22 members by 2014. The commissioners served a three-year term.

Effective January 1, 2013, the Commission of Education Quality and Accountability (CEQA) was created to oversee the Office of Educational Quality and Accountability. In July 2014, the new board subsumed the duties of the Oklahoma Commission for Teacher Preparation.^{lxxv}

The CEQA is composed of 7 members: The Secretary of Education (chair); 1 representative of business and industry for employees of 500 employers or more; 1 parent of a child attending public school; 1 school administrator; 1 higher education representative from teacher education; 1 grades K-6 active classroom teacher; 1 grades 7-12 active classroom teacher. The commission members are appointed for 4 year terms following each election of a new governor. By law, the commission is required to include the State Board of Education in the process of performing its duties.^{lxxvi}

OREGON TSPC

Teacher Standards and Practices Commission *Independent*

"In 1956, the Oregon State Department of Education appointed a committee to study laws relating to the certification of teachers."^{lxxvii} This committee was in response to a perceived crisis in the ability to retain out of state teachers who came to the state to teach.^{lxxviii}

The Oregon Education Association (OEA) formed a broad-based commission that consisted of representatives from nearly every sector of the education community to study the problem with inconsistent standards for licensure and educator preparation. As a result, the commission recommended establishing a "professional practice[s] act."^{lxxix} In 1961, the Oregon Legislature created a "Certification Review Committee," which was charged with "making recommendations to the superintendent of public instruction on matters relating to teacher certification."^{lxxx} In 1964, a draft bill proposing the establishment of a 16-member Teacher Standards and Practices Commission that was advisory to the state Board of Education was developed. That proposed law passed in 1965 creating the Teacher Standards and Practices Commission (TSPC) – the first-ever professional educator standards board in the nation.^{lxxxi}

Between 1965 and 1971, the legislature assigned more authority to the commission. In 1973, the TSPC became independent from the Oregon Department of Education, and thus a separate *independent* state agency just two years following California's creation of the California Commission on Teaching. From 1973 until 1979, the state Board of Education appointed commissioners. Since 1979, the Governor has appointed commissioners with Senate approval.^{lxxxii} Until 1993, the TSPC was comprised of a majority of teachers (9 of 17). In 1993, a compromise to the attempted abolition of the TSPC resulted in the reduction of the number of teachers by one member, increased the number of public members by one, and required one public member to be a school board member.^{lxxxiii}

The Oregon TSPC is composed of 17 members: 4 elementary teachers, 4 secondary teachers, 2 building principals (1 elementary, 1 secondary); 2 superintendents (1 from an education service district); 2 higher education educator preparation faculty (1 representing public educator preparation and 1 representing private educator preparation); 3 members of the public (1 of which must be a school board member).^{lxxxiv} Board members may serve up to two three-year terms.^{lxxxv}

The TSPC is fully funded by educator licensure fees and process about 18,000 applications a year. An effort to legislatively change the name of the TSPC to the Oregon Professional Educator Standards Board in 2015 was unsuccessful.^{lxxxvi}

PENNSYLVANIA PSPC
Professional Standards and Practices Commission
Independent

Pennsylvania's Professional Standards and Practices Commission (PSPC) was established in December 1973, replacing a Professional Standards Committee established in 1970 under a State Board of Education regulation. The impetus for the creation of the PSPC originated with the Pennsylvania State Education Association ("PSEA") and its belief that educators, as a profession, should be self-governing. As finally adopted, the PSPC's predominant purpose was to advise the State Board of Education on issues related to teacher preparation and certification. The power to discipline educators for misconduct remained vested in the Secretary of Education.

Under Pennsylvania's Sunset Act, the legislature must review all agencies, including commissions, every ten years to evaluate their effectiveness and prospective value. Unless the legislature takes positive action to recreate an agency under sunset review, it will automatically terminate. In 1986, following the PSPC's sunset review, auditors concluded that the PSPC served an invaluable role in providing a modicum of teacher representation and input into teacher education and in 1988, the General Assembly renewed the PSPC and imbued it with significant new duties and responsibilities. The stated mission of the reconstituted Commission is to provide leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession.

The PSPC realizes its mission through its two major functions: advisory and adjudicatory. The Educator Discipline Act assigns the PSPC a host of advisory functions to assist the State Board and the Department of Education on issues related to certification standards and requirements and professional educator preparation program standards and effectiveness. With respect to its adjudicatory function, the PSPC acts as an independent body with responsibility for administering educator discipline in Pennsylvania and overseeing the reinstatement of certification or eligibility to be employed in a charter or cyber charter school or in a contracted educational provider that has been suspended, surrendered, or revoked. Disciplinary decisions of the Commission may be appealed to the Commonwealth Court. Prosecutorial functions of disciplinary cases rests with the Office of Chief Counsel within the Department of Education.

Although the PSPC's funding derives from the General Fund and is channeled through the Department of Education, the Commission is an independent body and does not report to the Department or to the State Board of Education. In 2014, an increase in the cost of certification was imposed and the additional costs flow to a fund restricted to supporting the costs of the educator discipline system.

The Pennsylvania PSPC is composed of 13 voting members: 5 classroom teachers (not more than 1 from a school entity other than a public school); 3 school administrators (at least one to be a commissioned officer and one a principal); 1 administrator of a teacher preparation program; 2 members of the public (one to be an elected public school director); and 1 educational specialist. A member of the PSPC also sits ex officio on the State Board and similarly, a member of the State Board sits on the Commission in an ex officio capacity.^{lxxxvii} Board members may serve up to two three-year terms.^{lxxxviii}

The Educator Discipline Act has been amended twice since its inception, effective in 2000 and 2014.^{lxxxix}

Washington PESB

Professional Educator Standards Board

The Governor proposed and the Legislature enacted the Washington Professional Educator Standards Board (PESB) as primarily an educator advisory board to the State Board of Education and Superintendent of Public Instruction in 2000. The Board was given limited authority for establishing regulatory policy for new basic skills and content tests for teacher licensure and for the creation of alternative routes to teacher certification.

Following a 5-year track record of recommendations to the Washington State Board of Education and the Legislature for significant changes to educator professional preparation and licensure, the Legislature enacted legislation giving the PESB full regulatory authority and responsibility for educator preparation, certification, continuing education, assignment and conduct in 2006. The Legislature has further expanded PESB authority twice since that time: in 2009 by transferring preparation program oversight and assistance from the Office of the Superintendent of Public Instruction to the PESB and again in 2010 by requiring the PESB to develop and implement programs and policies related to educator workforce development.^{xc}

The Washington PESB is composed of 12 members and the Superintendent of Public Instruction or designee. The twelve members must be majority active practitioners, with the majority also being classroom-based. All board members must have experience in at least one of the following four areas: one or more education roles for which preparation and certification is required; leading or providing an educator preparation program; coaching or mentoring other educator professionals; or education-related community service. Board members may serve up to two four-year terms.^{xc}

PESB currently employs 16 FTE and is funded through a combination of state general funds, certification fees, and grants.

Wyoming PTSB

Professional Teaching Standards Board

Evidence supports the Wyoming Education Association's (WEA) interest in establishing a professional standards board as far back as 1971.^{xcii} In that year, Wyoming was listed as one of 10 states to receive staff assistance from NEA on standards boards.^{xciii} Between 1971 and 1976, WEA was instrumental in creating an advisory board to the Wyoming State Department of Education and the state Superintendent of Public Instruction.^{xciv}

Following a move by the state superintendent to eliminate funding for the advisory board from her budget, legislation was passed on March 15, 1993 that established the independent Wyoming Professional Teaching Standards Board.^{xcv}

The Wyoming PTSB is composed of 13 members: 6 teachers (2 elementary; 3 secondary; 1 provider of auxiliary professional services such as librarian, school counseling, or school psychology); 1 faculty member of an approved Wyoming preparation program; 1 dean of a post-secondary approved program in Wyoming; 1 community college faculty member; 3 administrators (1 elementary principal; 1 secondary principal; 1 central office administrator); and 1 Wyoming school-board member.^{xcvi} Board members may serve up to two four-year terms.^{xcvii}

In 2012, legislation clarified the board's authority in professional misconduct cases to ensure that in addition to certification suspension and revocation, the board could refuse to issue a certificate and/or deny renewal if appropriate.

In 2013, legislation changed the board's appointment authority beyond the state Superintendent of Public Instruction to include the Governor. Each appoints board members on a rotating basis by position.^{xcviii}

ⁱ PESBA By-laws.

ⁱⁱ *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, pp. 9-17.

ⁱⁱⁱ *Id.* at p. 9, citing: Wesley, Edgar B., *NEA: The First Hundred Years: The Building of the Teaching Profession* (New York: Harper & Brothers, 1957), pp 278-279.

^{iv} *Id.*

^v *Id.* at p. 7

^{vi} *Id.*

^{vii} *Id.* at p. 11. Note: the NEA's National Commission on Teacher Preparation and Certification's work was instrumental in the establishment of the National Council for the Accreditation of Teacher Education, the Future Teachers of America, and the Student National Education Association.

^{viii} *Id.* at p. 9.

^{ix} *Id.* at p. 11.

^x *Id.* at pp. 15-16.

^{xi} *Id.* at p. 15.

^{xii} *Id.* at p. 14.

^{xiii} *Id.* at p. 5. Note: These board characteristics are borrowed substantially from the resource cited, however, terms and conditions of these characteristics have been updated and reworded to align with present day state agency characteristics.

^{xiv} *Id.*

^{xv} *Id.* at p. 7.

^{xvi} *Id.*

^{xvii} 2017 Minnesota legislation adds responsibilities to the Teacher Standards Board, but keeps the Administrator Standards Board separate. Previous Minnesota Department of Education responsibility to issue licenses will be moved to a newly reconstituted Minnesota Professional Standards Board. (See state report on Minnesota below.)

^{xviii} Information provided by Ferne Haddock, Executive Secretary to the South Dakota Professional Administrators Standards and Practices Commission and the South Dakota Professional Teachers Standards and Practices Commission, May 2017.

^{xix} See, Oklahoma state report below.

^{xx} Alaska Statutes, § 14.20.400.

^{xxi} Alaska Statutes, § 14.20.420.

^{xxii} Information provided by Jim Seitz, Executive Director of the Alaska Professional Teaching Practices Commission, April 2017.

^{xxiii} *A History of Policies and Forces Shaping California Teacher Credentialing*. California Commission on Teacher Credentialing, February 2011, pp. 97-148. Note: California's Commission was separated from the Department of Education in 1971 making it the first independent standards board in the nation. The Commission did not gain full *autonomy* over its regulations until 1988 when the state Board of Education's authority to oversee their regulations was removed. (*Id.* at p. 281.)

^{xxiv} *Id.*

^{xxv} California Commission on Teaching, Cal. Education Code §44210 (a)-(d).

^{xxvi} California Commission on Teaching, Cal. Education Code § 44213.

^{xxvii} Information provided by Dr. Mary Vixie Sandy, Executive Director of California Commission on Teacher Credentialing, May 2017.

^{xxviii} Information provided by Chris Kenton, Executive Director of the Delaware Professional Standards Board, May 2017.

^{xxix} 14 Del. C. § 1203.

^{xxx} 14 Del. C. § 1206(a).

^{xxxi} 14 Del. C. § 1206(b).

^{xxxii} *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 25.

^{xxxiii} Information provided by Dr. Anne Marie Fenton, Director of Rules Management, and Educator Assessment with the Georgia Professional Standards Commission, May 2017.

^{xxxiv} *Id.*

^{xxxv} O.C.G.A. § 20-2-983.

^{xxxvi} Information provided by Dr. Anne Marie Fenton, Director of Rules Management and Educator Assessment with the Georgia Professional Standards Commission, May 2017.

^{xxxvii} *Id.*

^{xxxviii} *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 27.

^{xxxix} *Id.*

^{xl} *Id.*

^{xli} *Id.*

^{xlii} Information provided by Lynn Hammonds, Executive Director of the Hawaii Teacher Standards Board, April 2017.

^{xliii} "Keiki" translates to child or children.

^{xliv} H.R.S. § 302A-801.

^{xlv} *Id.*

^{xlvi} Information provided by Lynn Hammonds, Executive Director of the Hawaii Teacher Standards Board, April 2017.

^{xlvii} *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 25.

^{xlviii} *Id.*

^{xlix} Information provided by Angela Miller, Professional Resource Center Coordinator for the Indiana State Teachers Association, May 2017.

¹ *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 25.

ⁱⁱ *Id.*

ⁱⁱⁱ Iowa Code § 272.3.

- lii Iowa Code § 272.4.
- liii Information provided by Dr. Ann Lebo, Executive Director of the Iowa Board of Educational Examiners, April 2017.
- liv *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 24.
- lv *Id.*
- lvii Information provided by Jimmy Adams, Executive Director of the Kentucky Education Professional Standards Board, April 2017.
- lviii These changes were made pursuant to Kentucky Executive Order 2017-234 on June 2, 2017. Statutory changes that align with the executive order have yet to be enacted.
- lix K.R.S. §161.028(2).
- lx 1967 Minn. Laws 2093.
- lxi 1973 Minn. Laws 2253-2255.
- lxii 1973 Minn. Laws 2249-2251.
- lxiii Information provided by Erin Doan, Executive Director of the Minnesota Board of Teaching from December 2013 through May 2017.
- lxiv *Id.*
- lxv **Note:** The Minnesota Board of School Administrators which oversees administrator licensure was not merged as part of this legislation and remains separate from the new Professional Educator Licensing and Standards Board – their possible merger to be considered later.
- lxvi **Note:** A [letter](#) accompanying a line-time veto of the Minnesota’s legislative branch budget indicates the Governor is requiring removal of the licensure provisions that reduce professional standards as a condition of allowing the legislature to come back into a special session to consider budget provisions to which the Governor objected.
- lxvii *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, p. 26.
- lxviii *Id.*
- lxix Information provided by Rebecca Pitkin, Executive Director of the North Dakota Education Standards and Practices Board, April 2017.
- lxx N.D.C.C. § 15.13-02.
- lxxi N.D.C.C. § 15.13-04.
- lxxii Information provided by Rebecca Pitkin, Executive Director of the North Dakota Education Standards and Practices Board, April 2017.
- lxxiii *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*, National Education Association, March 1998, at p. 27.
- lxxiv *Characteristics of Independent Professional Teacher Standards Boards*, National Education Association, March 1998, at p. 45.
- lxxv 70 Oklahoma Statutes §3-165.
- lxxvi Post 1998 information was provided by Renee Launey-Rodolf, Director of Educational Quality, Oklahoma Commission for Teacher Preparation, May 2017.
- lxxvii *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*. National Education Association, March 1998, p. 21.
- lxxviii *Id.*
- lxxix *Id.* at p. 22.
- lxxx *Id.*
- lxxxii Oregon Laws, 1965, c. 535.
- lxxxiii Oregon Laws, 1979, c. 304, §4.
- lxxxiv Oregon Laws, 1993, c. 47, §171.
- lxxxv ORS 342.360.
- lxxxvi ORS 342.350.
- lxxxvii Information was provided by Victoria Chamberlain, Executive Director of the Oregon Teacher Standards and Practices Commission from 2002 to 2016.
- lxxxviii 24 Pa. Cons. Stat. §2070.3.3.
- lxxxix 24 Pa. Cons. Stat. §2070.3.3.
- lxxxix Information provided by Carolyn Angelo, Executive Director of the Pennsylvania Professional Standards and Practices Commission from 1998-2015.
- xc Information provided by Jennifer Wallace, Executive Director of the Washington Professional Educator Standards Board, May 2017.
- xcii Washington Revised Code § 28A.410.200.
- xciii *Independent Professional Teacher Standards Boards: An Overview of Activities for Establishing Independent Professional Standards Boards*. National Education Association, March 1998, p. 25.
- xciv *Governance Project: Pilot States*, NEA IPD internal staff report, January 15, 1971.
- xcv Information provided by Linda Stowers, Executive Director of the Wyoming Professional Teachers Standards Board from 1993 to 2005.
- xcvi *Characteristics of Independent Professional Teacher Standards Boards*, National Education Association, March 1998, at p. 60.
- xcvii Wyoming Education Code: W.S. § 21-2-801(a).
- xcviii Wyoming Education Code: W.S. § 21-2-801(b).
- xcviii Information provided by Linda Stowers, Executive Director of the Wyoming Professional Teachers Standards Board from 1993 to 2005.