Making Licensure Matter:

Redesigning Licensure as a Lever for Increasing Student Achievement and Educator Effectiveness

A Preliminary Report to the Colorado State Board of Education
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COLORADO DEPARTMENT OF
HIGHER EDUCATION
ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

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Introduction: Recommendations for Educator Licensing in Colorado

Colorado has positioned itself as a national leader on educator effectiveness and has taken steps to promote the improved quality of its teaching and school leadership workforce, most notably through its educator evaluation system. This reform is part of a much larger effort, which includes revised academic standards and assessments, focused on improving the quality of education received by all of Colorado's students. Given the transformational nature of these initiatives, it is imperative to continue moving forward with policy alignment in a number of other areas, including licensure. This work is necessary to ensure a coherent approach to improving educator effectiveness and student achievement.

The current system of licensure relies primarily on program completion and qualifications that are not meaningfully connected to student learning. **We recommend a redesign of educator licensing policy that will focus on the demonstrated knowledge, skills and performance of educators and allow for greater autonomy and innovation at the local and program level.** Our recommendations would align licensure with other components of the state's strategy focused on great teachers and great leaders. The main purpose of this report is to delineate specific design principles for this redesign that will guide the development of a detailed proposal. In addition, the report describes the initial models that were development and how they informed our recommendations.

We initially considered two approaches to licensure that represented fairly radical poles. The first approach tightly linked licensure and evaluation, focusing on evaluation as the only lever for increasing educator effectiveness. The second considered the elimination of educator licensing, allowing for innovation and increased local autonomy. These approaches were presented to key audiences, including the Educator Pipeline Task Force. Our research and feedback indicated that another model, which includes some aspects of each initial approach as well as additional components, is most likely to position Colorado to advance student outcomes by ensuring more high-quality entrants to the profession, basing licensing decisions on more meaningful criteria, and phasing in a connection between licensure and performance over time. We therefore recommend a redesign of educator licensing based on the following design principles:

- Implement higher standards for professional entry based on more meaningful measures of individual knowledge, skills and performance.
- Allow for a wider applicant pool but require quick renewal decisions.
- Make licensure renewal decisions based primarily on individual performance.
- Focus review and approval of programs on outcomes aligned to the Quality Standards.
- Create a single-level license for school personnel in four categories: Teacher, Teacher Leader, Principal, Administrator and Special Service Providers.

Colorado has the opportunity to remain at the fore-front of national policy reform by designing and implementing a system that more accurately and responsibly defines and measures the knowledge and skills that are required of educators. The redesign of licensure would allow CDE to accomplish many purposes, including moving towards its vision of an effective teacher in every classroom and an effective leader in every school; redefining the purpose and objectives of licensure; and giving educator preparation and development programs the freedom to be creative and to design programs that will best serve Colorado's students. As the state is already committed to several high-profile, high-priority initiatives, it is not the intent of the project partners to move rashly. Rather, it is our intent to recommend a specific direction forward that will allow us to continue the design process through development and refinement of details, conduct further research and analysis of possible aspects of the redesign, survey and gather continued feedback from stakeholders and other audiences, and create a more complete proposal for a licensure redesign that would be part of a system built to improve the education of Colorado's students.

Recommendation: Licensure Redesign

Premise and Rationale:

- Licensure should be based on meaningful criteria that measure the knowledge, skills and performance of individual educators
- Licensure should allow for greater autonomy and innovation at the local and program level.

In order to fundamentally affect the quality of educators in CO schools, CDE should continue to be a national leader by fully redesigning its licensure system. Licensure will focus on the preparedness and performance of individual educators to ensure that the license is meaningful, that those who enter the profession have a high likelihood of effectiveness, and that effective educators are more likely to remain in a challenging and rewarding system focused on professionalism and high expectations.

We recommend a licensure redesign that would:

- Focus on **raising student achievement and advancing the profession** by increasing the effectiveness of educators who enter and remain in the profession.
- Base licensure decisions on **outcome measures of individuals' knowledge and performance** rather than on qualifications that are not meaningfully connected to student learning and heavily rely on institutional recommendations.
- **Broaden the applicant pool** to allow talented people to enter the profession, while holding educators and districts accountable for performance.
- **Streamline the system of licensing and license renewal** to reallocate financial and human resources, making the system more efficient for the state and districts and more meaningful for individual educators.

The redesign proposal will focus on the best way to accomplish the following principles:

Implement Higher Standards for Professional Entry Based on More Meaningful Measures of the Knowledge, Skills and Performance of Individuals
- In order to promote a consistent and more rigorous standard for the knowledge and skills required of educators, first-time licenses should be **granted only to individuals who are able to demonstrate expertise in content and professional knowledge and skills** through examination and performance.
- The license should be granted based on passing the required assessments, including a performance-based assessment, rather than on program completion. New measures that are more reliable indicators of professional knowledge and skills and of future effectiveness should be developed or adopted.

Allow for a Wider Applicant Pool But Require Quick Renewal Decisions
- Grant short-term *Initial Certificates* to Teachers and Principals who may not yet have extensive training but have the **requisite knowledge, the propensity for success as identified through selection models, and/or relevant successful experience in other fields**. Recommend and provide support for residency programs, reduced loads, increased mentoring and induction support, and appropriate placement of these educators.
- Require, through induction, that Initial Certificate holders **complete the assessments required for a Professional License within a short-time frame**. If they are unable to satisfactorily complete the assessments and demonstrate success in their positions, their license would expire and they would not be granted a Professional License.
- Grant Initial Add-on Certificates to Teachers who have met the criteria for automatic renewal under their initial endorsement area and have the recommendation of their principal/district. The add-on would be made permanent after demonstrated effectiveness in the new area.

Make Licensure Renewal Decisions Based Primarily on Individual Performance
- Require initial renewal of the license within a relatively short time frame consistent with research on the development and performance of new educators. The initial renewal should occur **prior to earning non-probationary status** and would require completion of an approved induction program that is aligned with the Quality Standards and includes **measures of student growth or school improvement** as a condition of completion.

- The license of an educator could be non-renewed if they fail to complete an induction program within the specified time frame.
- Once fair and accurate state-wide evaluations are in place, make subsequent renewal of the license automatic when licensees show **consistent patterns of effectiveness** in their positions as reported to the state through local evaluation systems.
- For licensees who have completed induction and do not qualify for automatic renewal, the state could require additional certification of development for renewal or the license could be non-renewed based on consistent patterns of ineffectiveness over a determined period of time (once a fair and accurate evaluation system is in place across the state). Any specific recommendations to use evaluation data as a part of licensure decisions would be in the long-term and will require additional research and further examination of possible unintended consequences.
- The state would continue to suspend or revoke licenses based on violations of professional conduct, criminal behavior, or unethical acts.

Focus Review and Approval of Programs on Outcomes Aligned to the Quality Standards
- For proposed new programs of educator preparation or induction, require alignment of program content and assessments with the Quality Standards for educators.
- Once the new assessments and a fair, accurate system of evaluation are in place, ongoing approval of content and the induction program reauthorization process would include data on the performance of program enrollees and completers on these outcome measures.

Create a Single-Level License for School Personnel in Five Categories: Teacher, Teacher Leader, Principal, Administrator and Special Service Providers
- Set entry requirements for each category based on demonstration, through assessment, of the knowledge and skills required of professionals, which should be clearly defined and aligned with the Quality Standards.
- For Teachers and Special Service Providers, review and make changes to the endorsement area requirements and grade spans of licenses as needed to reflect current understandings of student development and learning, as well as the needs of districts and schools.
- Create a Teacher Leader License that would lead to opportunities for effective teachers to remain in front of students while advancing their careers and engaging in activities that improve school practices and benefit the profession. Make effective performance as a Teacher, advanced professional development (as evidenced through National Board Certification, an approved program, or other means), and supervisor/peer recommendation prerequisites for this license.

Overview of Initial Models That Informed Recommendations

	Initial Model: Evaluation-Driven Licensure	Initial Model: Deregulation
Premise	**Licensure should be based only on effectiveness demonstrated through local evaluations.** **Entry requirements must reflect highly qualified requirements but the key function of licensure should be regulation based on sufficient evaluation data.**	**Licensing is no longer needed when strong evaluations are in place.** **Local needs and practices should drive decision-making related to selection of educators and renewal of contracts.**
Rationale	The state must play a role in regulating who can apply for jobs and who continues to meet the standards for employment. These decisions, for practicing educators, should be based on their performance as measured through local evaluations. Licensing should be a lever to exit the most ineffective educators, help districts make decisions about the equitable distribution of educators, and retain the most effective educators.	Colorado is already taking a major step in ensuring the quality of educators through its robust and trailblazing evaluation system. The system will hold local districts accountable for the evaluation and support of educators and will, on its own, ensure that ineffective educators will either be developed or not continue to be employed. The state should not add additional regulation through licensure requirements.
Possible Benefits	Clearly and directly align systems, using the Quality Standards as the centerpiece of accountability. Reduce the amount of paperwork and time required for the review process at the state level by linking licensure to data already collected through evaluation. Rather than creating additional burdens, districts could dedicate resources to evaluation implementation.	Encourage innovative practices at the local level by allowing the market to control for quality. Allow local agencies to recruit talented individuals without unnecessary barriers. Greatly reduce costs and resources at the state level that are dedicated to licensing.
Risks	Essentially ignoring entry requirements and other opportunities for revision to licensing policy misses opportunities for licensing to affect student learning. Educators may be dissuaded from taking on challenging positions if evaluation is the sole determinant of licensing and provisions are not in place. While this approach aligns licensing with evaluation, it would do little to affect change in other systems, such as induction and educator preparation.	CO educators would potentially lose reciprocity for licensing in other states, which could have serious implications for recruitment and mobility. Federal funding of licensed personnel would be affected by the elimination of licensing, resulting in potential funding gaps and complications for districts. Multiple regulations at the state and federal level are tied to licensing, such as highly qualified status and special education law.

Initial Model for Design: Evaluation-Driven Licensure

Specific Goals

- Set a **meaningful, but minimum bar for entry** to the profession that is consistent across the state.
- Ensure clear, transparent **statewide alignment of standards and systems**: the Quality Standards for evaluation, the standards for evaluating educator preparation and induction programs, and the standards for licensure.
- **Base continued licensure on the effectiveness of educators**, making licensure a lever for exiting ineffective educators and rewarding effective ones.

Initial Design Principles	Feedback from Key Audiences	Recommendation
Minimal Changes to Initial Licensure Continue to require a background check, completion of a preparation program, and passing scores on required licensure exams for initial licensure. Consider raising the passing score on exams and including a pedagogy exam.	District and school leaders emphasized the importance of the initial license in certifying an educator's readiness for the profession. However, they raised concerns about the current approach and its ability to certify readiness in the areas of greatest need (e.g., classroom management, literacy instruction, and assessment). Teachers strongly recommended a higher standard for entry to the profession.	Since research suggests that raising passing scores will have little effect on the overall quality of educators and could have unintended consequences for hard-to-staff schools, our recommendation is to raise the standard for entry by considering different assessments and more clearly defining the essential skills and knowledge needed for novice educators to be successful from day one.
Base Professional License on "Effective" Performance Grant a Professional License to educators who receive ratings of "effective" or better through local evaluation systems. The exact bar for the license would be determined based on analysis of evaluation data.	Teachers and school leaders raised concerns about conflating the purposes of evaluation and licensure. They worried that using evaluation ratings for licensure decisions could result in a double penalty for educators, who could be at risk of losing their job and their license based on evaluation, and might discourage educators from taking on new assignments. District leaders generally cautioned that the use of local evaluation for licensure decisions should be done thoughtfully and be based on multiple years of data. While there was support for basing licensure decisions on performance, the Educator Pipeline Task Force did not support evaluation results as the sole measure of performance for licensure decisions.	While there is resistance to the use of evaluation in licensing decisions, we recommend that summative evaluation ratings be used for renewal decisions once statewide evaluations have been normed and certified as fair and accurate. In order to raise the standards for the profession, we believe that the state must only continue to license those educators whose professional performance is adequate. We must move forward to determine how evaluations can best be used in a fair manner. Given the research on evaluation, decisions for licensure must be based on multiple years of data for individuals and should only be used for high-stakes decisions over the course of a timeframe that is longer than the loss of non-probationary status under 191.
Reward Highly Effective Performance Create an Advanced License for educators who consistently receive "Highly Effective" ratings and a system of distinctions to recognize advanced performance at the Quality Standard Level	Many groups suggested that advanced performance should distinguish more than results in the classroom by acknowledging service to the profession, advanced content knowledge, and contributions to school culture. In addition, there were concerns about how evaluation rating variance could result in the loss of an Advanced License.	Our recommendation is to create a new category of license (Teacher Leader) that would distinguish service and performance above and beyond effective classroom teaching.

Initial Model for Design: Deregulation

Specific Goals

- Place control of decisions related to educator quality squarely in the purview of LEAs, **allowing local districts to make the decisions that are best**, in their professional opinion, for the students they serve.
- **Allow the market to control for quality** of educators and their preparation.
- Maintain systems at the state level for tracking the results of evaluation and **ensuring the safety of students.**

Initial Design Principles	Feedback from Key Audiences	Recommendation
Eliminate State Licensing No longer license school personnel (Teachers, Principals, Administrators, or Special Service Providers) in the state of Colorado. Allow districts to further develop their own hiring models, requiring only minimum standards for local hiring processes. Stipulate in statute or rule that districts and/or schools must conduct adequate background checks of all school personnel.	There is limited support for some of the goals of this approach. However, there was wide opposition to full-scale deregulation or the elimination of licensing altogether. Many groups emphasized that such a change would not benefit students, would degrade the standing of the profession, and could have other unintended consequences, such as the loss of reciprocity for a Colorado license in other states. District representatives were especially concerned about their capacity to take over the functions currently served by the state licensing unit (e.g., background check monitoring, investigating unethical behavior, verifying out-of-state credentials, and monitoring content of preparation programs). Additional concerns were raised about federal funding requirements and rules that are currently tied to highly qualified status, particularly for federal programs and special education. While some would like to see less or more valuable regulation at the state level, there was virtually no support for full deregulation.	As we move forward with reconsidering licensure policy, it is essential to recognize the valuable role that evaluation will play in supporting and developing effective teachers and leaders in Colorado. However, the state must continue to serve several vital functions through licensing – especially ensuring the safety of students and the competence of professionals entering the field. We believe it is possible to design a system of licensure that will allow local districts and preparation providers more freedom in exchange for accountability and that will work in concert with local evaluation rather than adding cumbersome regulations. In line with this option, we do need to ensure that high standards for educators are in place and that local evaluations are implemented effectively. We believe these purposes can be better accomplished through redesign than through deregulation.
At the State Level, Focus on Outcomes and Accountability CDE should focus on measuring educational outputs (student learning, performance of educators on evaluation, and preparation program quality based on the performance of completers), allowing districts to use these measures to inform hiring and local policy decisions.	There was support for basing decisions, such as program approval, heavily on outcomes. However, concerns were raised about the public availability of information related to educator performance that would allow a free market system to operate. Because CDE is charged to collect and analyze this data, it has a responsibility to use the data to inform decisions on behalf of stakeholders.	Our recommendations for moving forward with licensure would move the system from one based largely on inputs to an outcome-driven system. We believe, however, that CDE should use these outcomes as a basis for program approval, district accountability, and licensing decisions.

Appendix A: Comparison of Recommendation and Initial Models

	Recommendation: Licensure Redesign	Initial Model: Evaluation-Driven Licensure	Initial Model: Deregulation
Structure of Licensing System	***A Single-Level Professional License*** Design a system of licensing with a single level for all current categories of licensed personnel and create a new category of license: Teacher Leader. Establish higher standards for granting and renewing licenses.	***A Three-Tiered System of Licensing*** Establish a revised three-tiered system of licensing (Initial, Professional, and Advanced) focused on alignment with educator evaluation.	***Eliminate State Licensing*** Recommend the repeal of the Educator Licensing Act of 1991 and no longer license educators at the state level in Colorado.
Basis for Licensing	***Outcome Measures of Educator Preparedness and Performance*** Base decisions about licensing on educator-centered measures of knowledge and skills, including performance-based assessments, licensure exams and, in part, evaluation.	***High Institutional Requirements and Educator Evaluation*** Strengthen the requirements for educator preparation and induction programs. Measure preparedness through certification of program completion. Directly align educator evaluation to license renewal and advancement.	***Only Minimum Standards*** Stipulate that districts require a criminal background check and a college degree of all categories of formerly licensed personnel.
Entry to the Profession	***Higher Standards Based on New Measures*** Grant first-time *Licenses* to educators who demonstrate the knowledge and skills necessary to be successful in their positions. Over time, develop or adopt robust measures of content and professional knowledge and skills, including a performance-based assessment, that can be linked to effective performance in classrooms and schools and are aligned with the Quality Standards for educators.	***Minimal or No Change to License Requirements*** Continue to grant *Initial Licenses* based on the recommendation of educator preparation programs and passing scores on the required PRAXIS or PLACE exams. Consider and potentially recommend changes to required licensure exams and passing scores. ***Replace the Performance-Based Standards*** Recommend the approval of educator preparation programs based on content aligned with the Quality Standards using the current process for program review.	***Locally Established Standards*** With no state regulation, districts could establish and maintain their own standards and models for hiring school personnel. ***Statewide System for Tracking Criminal Behavior*** Require local districts to conduct and report the findings of background checks to CDE. Secure funding that will allow CDE to continue its current function of monitoring and investigating criminal and unethical behavior.
Renewal and Advancement	***Initial Renewal After Induction*** For initial renewal, require licensees to complete an approved induction program, which includes measures of performance and effects on student growth as a requirement for certifying completion. ***Automatic Renewal for Effective Educators*** Once fair and accurate state-wide evaluations are in place, automatically renew the license (after the initial renewal) when Licensees show consistent patterns of effectiveness in their positions as reported to the state through local evaluation systems.	***Advancement Based on Summative Evaluation Ratings*** Determine an appropriate bar and grant *Professional Licenses* to evaluated personnel based on receiving ratings of "Effective" or higher on local evaluations. Recognize top tier performance by determining an appropriate bar and automatically awarding *Advanced Licenses* to educators who receive multiple "Highly Effective" ratings.	***Educator Evaluations Control for Quality*** Districts will hire and dismiss teachers based on evaluations according to their own local policies. SBE would no longer revoke licenses or approve the content of educator preparation programs. Districts and program providers would be held accountable by the market for outcomes.

Appendix B: Summary of Relevant Research

Current Qualifications Used in Licensing Decisions Are Not Predictive of Effectiveness

Licensure test scores, selectivity of the undergraduate institution, and a master's degree in education are not very good predictors of teacher effectiveness. "Bundling" certain qualifications and characteristics together gives a better overall picture than considering each on their own (Clofelter, Ladd, & Vigdor, 2007; Rockoff, Jacob, Kane, & Staiger, 2008). Research also suggests that teachers' personal characteristics, such as demonstrated prior achievement, leadership and perseverance, all positively affect student achievement (e.g., Dobbie, 2011). There is some research to suggest that qualifications, such as exam scores, have a greater effect in mathematics (e.g., Clotfelter, Ladd, & Vigler, 2006).

Higher Standards Based on Multiple Measures

Professional organizations and accrediting bodies recommend the use of multiple measures of teacher knowledge and skills. Of 28 states that require a content knowledge test for licensure, Colorado is the only state that does not pair it with a pedagogy test or basic skills assessment (TNTP, 2011). Research suggests performance assessments, such as California's PACT, can be used as a valid measure of individual teacher competency for the purpose of teacher licensure (Pecheone & Chung, 2006). Performance assessment is also a powerful tool for teacher learning and program improvement. Twenty-five states and more than 140 educator preparation programs have joined together to develop a performance assessment system based on PACT (AACTE, 2012). Exams being developed to measure content knowledge used in teaching rather than simply content knowledge (such as a mathematics exam developed at the University of Michigan), hold promise as stronger predictors of student learning and achievement (Hill, Rowan, & Ball, 2005).

Student Achievement is Significantly Related to Teachers' Preparedness, Which Varies Greatly

Numerous studies – conducted at the school, district and state levels – have found that student achievement is related to whether their teachers are fully prepared (both in subject content knowledge and pedagogical skills) when controlling for other teacher and student characteristics (Darling-Hammond, 2000; Goe, 2002; Goldhaber & Brewer 2000). Despite standards that govern the approval of educator preparation content, there is wide variety among programs (both in Colorado and nationally) related to selectivity, content preparation, pedagogical and professional knowledge, and the quality of clinical experiences (e.g., Committee on the Study of Teacher Preparation Programs in the United States, 2010). There may also be more variance within pathways than there is between pathways (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2005).

Past Performance is the Most Reliable Indicator of Future Performance

Researchers have reached consensus that no other school-based variable (not curriculum, not class size, not facilities) has a greater impact on student achievement than the effectiveness of the teacher workforce. When searching for effective teachers, past performance is by far the best indicator. In one study (Gates Foundation, 2010), in every grade and subject examined, teachers' value-added scores were strongly predictive of their performance in other classrooms. Evidence from New York City suggests that classroom performance during the first two years, rather than certification status, is a more reliable indicator of a teacher's future effectiveness (Kane, Rockoff, & Staiger, 2006).

Having Teachers Who Have Previously Been Top Performers Yields Large Learning Gains

Students whose teachers ranked in the 90th percentile scored 0.33 standard deviations higher on the Stanford 9 in math and 0.46 standard deviations higher in reading than those whose teachers had been in the 50th percentile (Nye, Konstantopolous, & Hedges, 2004). A one standard deviation increase in teacher quality raises reading scores by approximately 0.20 standard deviations and 0.24 standard deviations in math on a nationally standardized scale (Rockoff, 2003). Being in a classroom with a top-quartile teacher vs. a bottom-quartile teacher eliminates about half of the Black-white achievement gap (Gordon et al., 2006). A yet unpublished study suggests that teachers who have the greatest effects on student test scores also have other lasting effects, such as lower teen pregnancy rates, increased college attendance and greater future earnings (Chetty, Friedman, & Rockoff, 2012).

Teacher Performance Begins to Plateau around Year 5

Teachers' effectiveness rises rapidly in the first two years of their teaching career but then quickly levels out. By the fourth or fifth year, teachers have developed a more stable set of instructional practices, and many teachers have reached a state where they begin to plateau in their impact on student achievement (Boyd et al., 2006; Staiger & Rockoff, 2010). This is not to say that teachers stop developing after year five, as research indicates that teachers do continue to show gains throughout their careers (e.g. Clotfelter, Ladd, & Vigor, 2006), but that the most significant gains occur early on.

Higher Standards and Career Pathways Could Improve Quality and Boost Retention

College graduates from the top-third of their class identified job attributes that were most important to them in choosing a career: the quality of co-workers, prestige, a challenging work environment, and high quality training. Teaching consistently falls short in these areas compared to other professions (McKinsey & Company, 2010). Moreover, of teachers with a top-third academic background, only 3% believe teachers get promoted when they do well (McKinsey & Company, 2010). Thirteen percent of Colorado teachers said teacher leadership opportunities affect their willingness to keep teaching (TELL Colorado, 2011).

Appendix C: Summary of Feedback

Educators Should Be Licensed and the License Must Be More Meaningful
Superintendents, district personnel, principals, and teachers have all expressed concerns that without licensure the entry bar may be lowered to an unacceptable level. All groups raised concerns about reciprocity and mobility challenges to educators if a system of licensure does not exist. Most agree that preparation needs to be strengthened and that raising standards would be a better approach to ensure that teachers will be prepared to be effective in the classroom. In addition, superintendents and district personnel emphasized the lack of resources at the local level to manage and implement the functions served by CDE's licensing unit. Finally, there was support in some groups for having clear standards based on assessment for teachers but less regulation for other school personnel.

Raise the Standards for Entry and Ensure that Educators are Prepared in the Most Essential Areas
The current bar is too low. Many groups express support for raising the bar for initial entry, including an assessment of skills and performance in the classroom before licenses are granted. There is broad support for expanding the current practice to include multiple measures – a pedagogy test, for example. A few groups suggested that while raising standards is a promising way to ensure higher quality it could have unintended consequences on the applicant pool.

A High Bar for Professional Licensure
There is support for raising the bar for a Professional License and only renewing the licenses of educators who demonstrate performance, allowing an adequate period of time to develop professionally before such decisions are made. Several groups described the current renewal process as a compliance exercise and questioned its value for educators. Various groups recommended less frequent renewal, automatic renewal, or no renewal.

Widen the Gate
There is strong consensus that a new system of licensure should not eliminate pathways or create additional barriers to professional entry into teaching or school leadership positions. Several groups, especially superintendents and rural district representatives, advocated for the creation of more options for special needs or situations, such as placing effective teachers in new placements and for more limited regulation of administrative positions.

Use Licensure to Inform the Improvement of Educator Preparation Programs
Task force members noted that the standards for the current systems of induction, licensure and educator preparation are inconsistent. Everyone agrees that these systems should be aligned with the Quality Standards and there has been very positive response to the partnership between CDE and DHE in this effort. By aligning licensure and induction with the Quality Standards and developing systems to share data, these components can help educator preparation programs improve the preparedness of their graduates. Representative of higher education-based programs have supported the use of data to inform their programs and many have welcomed the possibility of a system of accountability that would allow them more flexibility to innovate in preparing graduates to meet the standards for licensure.

Linking Licensure and Evaluation
Task force members, education leaders, teachers and district personnel have all raised concerns about a direct link between evaluation and licensure. These groups raised questions about the comparability of ratings across districts and the consistency with which these systems are implemented. Some want the state to make performance data available sooner so that they can make informed hiring decisions. Some members of the task force disagree with the idea that licensure revocation should be based on effectiveness. Members do not want to see educators lose their license based on factors that may be out of their control, such as inadequate leadership, support or professional development. Others are concerned that a link between evaluation and licensure could dis-incentivize good teachers or leaders from taking on challenging new positions.