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Information/Action

General Session

Strategic Planning Working Session

Executive Summary: Commission members and staff will engage in a planning session to assist and provide guidance on the development of the Commission's Strategic Plan.

Recommended Action: Staff seeks direction and input from the Commission for potential amendments and modifications to the current Strategic Plan for possible consideration and adoption at a future Commission meeting.

Presenters: Amy Reising, Director, Performance Assessment Policy and Development, and Mary Vixie Sandy, Executive Director

Strategic Plan Goal

IV. Operational Effectiveness

- e) Maintain a culture of continuous improvement by periodically reviewing agency capacity to achieve Commission goals for educator workforce quality, preparation, certification, and discipline.

Strategic Planning Working Session

Background

In December 2014, the Commission adopted its current strategic plan. Since that time, there have been significant changes in the policy environment, the context of schooling during a worldwide pandemic, growing awareness of the impact of inequity and systemic racism in society, election of a new Governor and State Superintendent of Public Instruction, and changes in the membership and leadership of the Commission.

In January 2020, the Commission discussed its [Priorities for 2020](#), which included updating its current [strategic plan](#). The strategic planning process provides an opportunity for the Commission to evaluate milestones reached under the current strategic plan, consider areas for growth and development, connect with and strengthen relationships with stakeholders, refine and/or develop a set of future work goals, and update, as needed, the vision, mission, and values that guide its work.

Strategic Planning Process

In preparation for the strategic planning process, Commission staff hired Unleashing Leaders, Inc. to conduct an environmental scan and identify key issues and trends impacting the Commission and its stakeholders. Surveys of external stakeholders and the Commission's management team were conducted over the summer of 2020. [A high-level summary of the external survey results](#) was presented to the Commission during its October 2020 meeting.

To continue the work of strategic planning, the Commission will engage in a four-hour strategic planning working session from 11:00 a.m. to 3:00 p.m. on December 2, 2020 and further discussion of next steps prior to adjournment of the meeting on December 4, 2020. During the work session and meeting, the Commission will have an opportunity to review its statutory mandates and current strategic plan and take a deeper look at stakeholder feedback on the Commission's work. The meeting will also allow the Commission to consider changes in the current strategic plan to accommodate new areas of focus and identify topics that should be discussed in deeper informational study sessions that will help to inform the final strategic plan in 2021.

As the Commission works toward identifying its priority areas of work for the next five years, staff will provide analyses of needed staff and fiscal resources to implement the Commission's priorities. Finalizing the strategic plan could involve further field review and deeper learning over the course of several meetings, leading to adoption by the December 2021 Commission meeting.

Commission Mission and California Education Code

While strategic planning activities will set work priorities and organize goals and activities, it is important to align these activities with the statutory mandates for the agency. The

Commission's overall work and focus is governed in large part by the California Education (Ed) Code. The Commission's primary ongoing mission, as mandated in Ed Code is to:

1. Issue credentials and license California educators,
2. Accredit educator preparation programs (including establishing standards), and
3. Monitor and address educator misconduct.

The applicable California Ed Codes that generally guide the work in the above three areas are provided below. These are not comprehensive of all Ed Code sections that authorize the Commission's work but are the broader statutes that govern the agency's work.

Licensing of California Educators

- Grant a preliminary teaching credential to candidates who meet the requirements ([Ed Code section 44225 \(1\)](#)).
- Grant a professional teaching credential to candidates who meet the requirements ([Ed Code section 44225 \(2\)](#)).
- Grant teaching specialty licenses including adult education, early childhood education, bilingual education, and school services which include administrators, counselors, librarians, nurses and therapists ([Ed Code sections 44225\(2\), 44225\(3\) and 44225\(4\)](#)).
- Establish standards for the issuance and renewal of credentials, certificates and permits ([Ed Code section 44225\(d\)](#)).

Accreditation of Educator Preparation Programs

- Establish standards, assessments and examinations for the entry and advancement in the education profession ([Ed Code section 44225\(a\)](#)).
- Adopt a framework and general standards for the accreditation of preparation programs ([Ed Code section 44225\(h\)](#)).
- Establish a system for accreditation of educator preparation ([Ed Code sections 44372, 44373 and 44374](#)).
- Ensure subject matter competency through assessments and/or programs for teaching credentials ([Ed Code section 44225 \(r\)](#) and [Ed Code section 44311](#)).
- Develop and administer performance assessments ([Ed Code section 44320.2](#)).
- Collect annual Accreditation Fees and Extraordinary Fees ([Ed Code section 44374.5](#)).

Monitor and Address Educator Misconduct

- Establish and appoint individuals to a Committee of Credentials ([Ed Code section 44240](#)) and have direct supervision of the Committee ([Ed Code section 44242](#)).
- Present allegations of misconduct by an applicant or credential holder to the Committee of Credentials, which includes an initial investigation for probable cause of the allegation ([Ed Code section 44242.5](#)).
- May adopt recommendations for discipline based on the Committee of Credentials finding of educator misconduct ([Ed Code section 44244.1](#)).

- Privately admonish, publicly reprove, revoke or suspend for immoral and unprofessional conduct an individual's credential or deny approval of an application for a credential for evident unfitness for service ([Ed Code section 44421](#)).

Additional Work Governed by Ed Code

In addition, the areas of work below fall outside the mandates in the three broad areas listed above but are also within the Commission's responsibilities:

- Monitor and report on the assignments of educators to determine they are assigned according to the document that has been issued to the educator ([Ed Code sections 44258.9](#) and [44258.10](#)).
- Oversee grant programs aimed at supporting educators moving into the teacher pipeline, particularly in areas of high need ([Ed Code Sections 44415](#) and [44416](#)).
- Develop and disseminate reports as required by the Ed Code and other laws, including:
 - Teacher Supply Report ([Ed Code section 44225.6](#))
 - Title II Report required by Title II of the 2008 Reauthorization of the Higher Education Act
 - Annual Report from the Committee on Accreditation ([Ed Code section 44373 \(b\)\(5\)](#))
 - Annual Classified Report ([Ed Code section 44393 \(f\)](#))
 - Conduct an Evaluation of the Classified Grant Program by July 1, 2021 ([Ed Code section 44393 \(e\)](#))

The Commission's overall work governed by California Education Code can be referenced in its entirety [here](#).

Structure of the Commission's Current Strategic Plan

The Commission's current strategic plan ties closely to its mandated responsibilities, as set forth in statute and includes:

1. A vision statement –
All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.
2. A mission statement –
To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.
3. A set of values –
The Commission's values represent core beliefs that are shared among Commissioners and staff, drive our culture and priorities, and provide a framework in which decisions are made and work is carried out.
 - a. We recognize and promote excellence in the preparation and practice of California's education workforce.

- b. We value and promote equity, quality, inclusiveness and diversity in standards, programs, practices, people and the workplace.*
- c. We are dedicated and committed to the education and welfare of California's diverse students.*
- d. We value the voices, ideas and understanding of educators, parents, students, our partners, stakeholders and employees.*
- e. We embrace the spirit of innovation that enables us to transform our vision into reality.*

4. Four broad goal areas that focus on the Commission's legislative mandate:

- I. Educator Quality: This goal area focuses on individual license holders and addresses performance expectations, examinations, assessments, credential processing, assignment monitoring, fitness monitoring, and educator recruitment.

Commission actions that have advanced this goal:

- Developed Performance Expectations for general and special education teachers, administrators, school counselors, school psychologists, school social workers, and early childhood educators.
- Developed, updated or began work on performance assessments for teachers, administrators, special educators, and early childhood educators.
- Developed performance expectations and a new California Subject Examination for Teachers (CSET) for theater and dance.
- Sponsored and supported legislation to increase options for prospective teachers to waive testing requirements.
- Overhauled the assignment monitoring process and established an online process for annual data collection and reporting.
- Overhauled the ways in which the agency tracked and managed cases in the Division of Professional Practices.

- II. Program Quality and Accountability: This goal area focuses on quality in the preparation of educators and addresses program standards, accreditation, and program quality monitoring.

Commission actions that have advanced this goal:

- Developed new standards for teaching, administrator, and pupil personnel services credentials.
- Engaged in a complete overhaul of the accreditation system.
- Developed surveys for program completers, employers, cooperating/master teachers to provide feedback to programs and serve as an outcome indicator for program accreditation.
- Provided guidance to educator preparation programs about the use of performance assessment data to guide program improvement.

- III. Communication and Engagement: This goal area focuses on two way communication activities that enable the public, the Commission's stakeholders, other state agencies, the Legislature and the Administration to inform and be informed by Commission actions and issues impacting credentialing of the education workforce.

Commission actions that have advanced this goal:

- Developed a series of data dashboards to present information on teacher supply, educator preparation enrollment and completion, and accreditation.
- Established weekly office hours in the Performance Assessment, Professional Services and Certification divisions.
- Developed and implemented a series of webinars to support implementation of standards and performance assessments, showcase best practices in online teaching and learning.
- Engaged in national and statewide convenings on educator preparation and licensure.

- IV. Operational Effectiveness: This goal area frames the Commission's expectations regarding the management of the agency and its human and fiscal resources.

Commission actions that have advanced this goal:

- Adoption of a Workforce and Succession Plan to support upward mobility of staff.
- Successfully moved to a telework model for staff and changed the customer service response modes to educators due to COVID-19, ensuring continued communication.
- Regularly utilized one-time funding to support development of needed assessments and technology to support the Commission's work and mission.
- Continue to provide ongoing staff training to keep up with changing needs and requirements.
- Development of web-based applications to create efficiencies for staff work and the ability for educators to access credential information.

Each of these goal areas has five or six objectives that address specific sets of activities necessary to advance the work of the Commission. The Executive Director's annual priorities, presented at the first meeting of the calendar year pursuant to the [Commission's policy manual](#), identify specific areas of work that will be undertaken and milestones reached in the coming year. Commissioners will have the opportunity during this and future planning sessions to review, evaluate and revise the scope of these goals and objectives as necessary to guide the next five years of the Commission's work.

Next Steps

Based on Commission discussion and direction during the December meeting, staff will develop

a draft strategic plan for consideration by the Commission as early as its February 2021 meeting.



Commission on Teacher Credentialing

Updated December 2014

Vision

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

Values

The Commission's values represent core beliefs that are shared among Commissioners and staff, drive our culture and priorities, and provide a framework in which decisions are made and work is carried out.

- a) We recognize and promote excellence in the preparation and practice of California's education workforce.
- b) We value and promote equity, quality, inclusiveness and diversity in standards, programs, practices, people and the workplace.
- c) We are dedicated and committed to the education and welfare of California's diverse students.
- d) We value the voices, ideas and understanding of educators, parents, students, our partners, stakeholders and employees.
- e) We embrace the spirit of innovation that enables us to transform our vision into reality.

Multi-year goal

I. Educator Quality

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.
- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.
- d) Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.
- e) Continue to emphasize teaching as a valued profession and facilitate entry of highly talented individuals into the education profession.

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.
- b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.
- c) Promote educator preparation and lifelong development as a shared responsibility among members of the education profession, institutions of higher education, local education agencies and state agencies.
- d) Track current trends and research in learning theory, educator preparation, and certification and disseminate information about high quality programs, models, and outcomes.
- e) Periodically review the Commission's accountability systems to ensure effectiveness and efficiency.

III. Communication and Engagement

- a) Maintain and strengthen working relationships with the Commission's diverse stakeholder community.
- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.
- c) Contribute to public discourse and inform public opinion about educator, program, and discipline quality and effectiveness.

- d) Consult with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce.
- e) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.
- f) Collaborate with other government agencies at the local, state, and national levels in support of coherent and effective education policy.
- g) Maintain a clear and accessible web presence for ease of access to information about requirements and best practices in certification, accreditation, educator discipline, and other areas of Commission responsibility.

IV. Operational Effectiveness

- a) Maintain a workplace environment and culture that inspires, supports and values employees.
- b) Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize professional engagement and performance.
- c) Demonstrate professionalism and accountability for high standards of practice in all Commission operations.
- d) Monitor response times for processing applications, investigating allegations of misconduct, managing accreditation activities, and answering inquiries from the field to ensure timeliness and a high level of operational effectiveness.
- e) Maintain a culture of continuous improvement by periodically reviewing agency capacity to achieve Commission goals for educator workforce quality, preparation, certification, and discipline.
- f) Ensure that current regulations, procedures, and initiatives are appropriately streamlined to meet the Commission's established goals.