
2I

Information

General Session

Strategic Plan Development

Executive Summary: The Commission will be provided with an update on the Strategic Plan stakeholder meetings and will discuss possible changes to the Commission's Vision Statement.

Recommended Action: For information only.

Presenter: Margaret Olebe, Strategic Planning Consultant

Strategic Plan Goal: 5

Enhance effective, two-way communication with the Commission's stakeholders..

- ◆ Pursue strategies to refine the Commission's public affairs activities.

April 2007

Strategic Plan Development

Introduction

This agenda item contains an update on the Commission's strategic planning activities to date, including a summary of input received from the Commission's stakeholders and a brief analysis of national trends relating to credentialing issues. A major focus of the Commission discussion at this meeting will center around the formulation of a new Vision Statement.

Background

The Commission developed its first Strategic Plan in 1997 prior to the State mandate that all agencies develop a Strategic Plan. The plan was updated in 2001, with the process involving Commission members, staff and stakeholders in the preparation of the Plan. In 2004, although the Bureau of State Audits report recommended that the Commission update its Strategic Plan, the process was delayed due to a change in Governors. The Commission's current Strategic Plan is included as Appendix A.

The membership of the Commission has changed significantly since the adoption of the Commission's Strategic Plan. Given the advent of a new Commission and the length of time since the last plan's inception, it is now an appropriate time to update the Commission's Strategic Plan. To that end, in December 2006 the Commission approved the development of a five-year plan to help the Commission be more proactive in anticipating critical state needs, establish performance measures and to be better prepared to address other critical issues in the coming years.

I. Overview of Strategic Planning Process

A new five-year Strategic Plan, which will become effective in January 2008, will help the current Commission update and articulate its goals and objectives. Since the Commission's action to approve the development of a new Strategic Plan, the Commission staff has been engaged in several activities.

To successfully develop the Strategic Plan, the Commission has already begun to solicit input from all of its stakeholders, Commission staff, and Commissioners, and consider innovations, ideas and issues from the external environment. This is being completed by conducting both external and internal scans of these groups. The first step, the external scan, includes input from stakeholders and opinion leaders, and a look at best practices or trends across the state and nation. New directions for action will be developed based on input from all of these groups. To tap these groups, input was gathered by surveying five separate sources:

- Stakeholder Survey (web-based): completed February 2007
- Commissioner Survey (paper-based): completed February, 2007

- Northern California Stakeholder Input Session: held March 7, 2007
- Southern California Stakeholder Input Session: held March 20, 2007
- National Trends and Best Practices Reviews by Division Directors: completed March 2007.

The data gathered from these surveys and input sessions has been reviewed by a planning team consisting of Commission staff and a Commissioner to identify key strategic business issues. Results are described in this item. Next steps include consulting with opinion leaders in May 2007. The internal scan will consist of:

- Employee Focus Groups (by division)
- Best Practices Inventory (within the Commission)
- Resource Profile (Staff, resources, facilities within the Commission)

After this input has been obtained, the planning team will then consider the Commission’s mission, goals and objectives and develop a proposed set of updated goals and objectives for the Commission’s consideration. Below is a tentative timeline for developing the Commission’s updated Strategic Plan.

Table 1. Timeline

DATE	ACTION(S)
January - February 2007	Survey Commission stakeholders with a web-based survey. Survey the Commissioners with a paper-based survey.
March 2007	Conduct stakeholder meetings in both Northern and Southern California to solicit input on the Strategic Plan. Conduct best practices review. Planning team reviewed input and prepared an agenda item for the April Commission meeting.
April 2007	Commissioners begin to formulate the Commission’s Vision Statement based on input to date.
May 2007	Contact opinion leaders. Conduct focus groups with employees.
June 2007	Commissioners receive additional input and discuss proposed revisions to the Commission’s Vision, Mission statement, Goals and Objectives.
August 2007	The Commission considers the adoption of the Strategic Plan including the revised Commission’s Vision, Mission, and Goals and Objectives.
October 2007	Staff will present an Action Plan and Performance Measures to implement the adopted Strategic Plan.

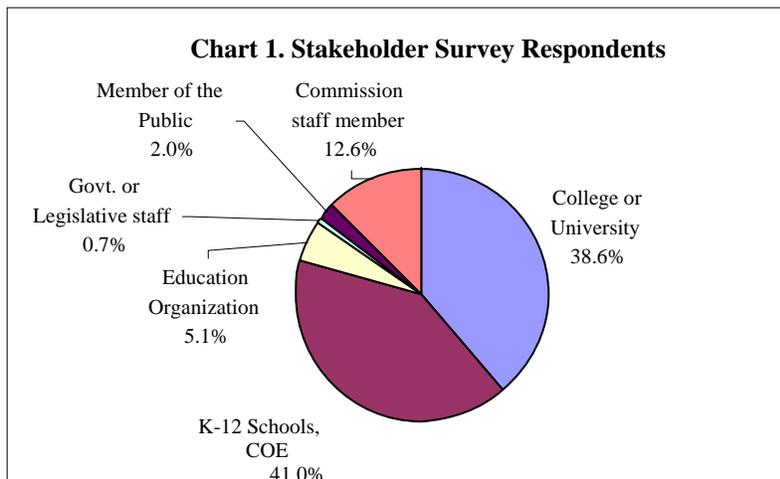
II. Analysis of Stakeholder Data

As previously indicated, initial stakeholder input was collected from three sources: online survey for all stakeholders, paper survey for members of the Commission, and stakeholder meetings. Conducted in February 2007, the online survey was available to all stakeholders, while the paper version was reserved for Commissioners. Both versions were the same.

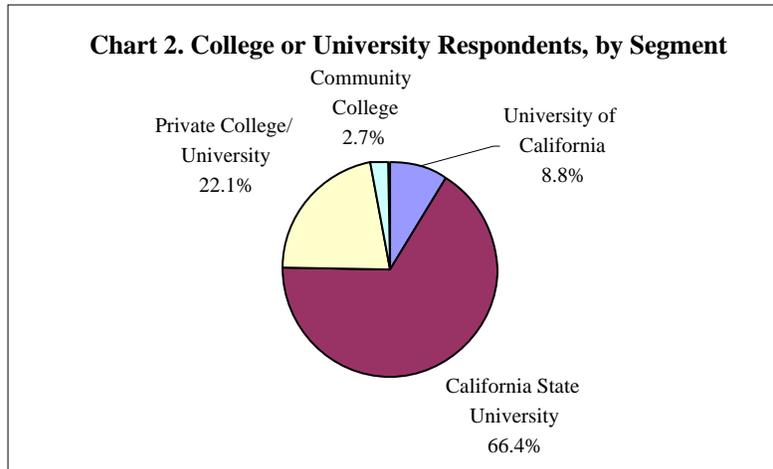
A. Demographics of Survey Respondents

A Commission-administered web survey was made available to all stakeholders during the month of February. There were 294 responses.

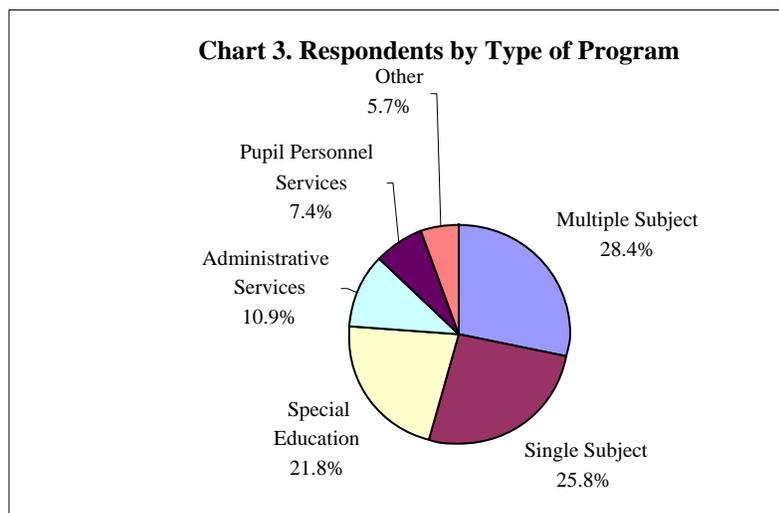
The following charts present some information on the demographic distribution of respondents. Of all respondents, demographic data presented in Chart 1, show that 38.6% were from colleges or universities, 41% were from PreK-12 schools, 5.1% were from education organizations, 0.7% were government or legislative staff, 2% were from the general public, and 12.6% were Commission staff.



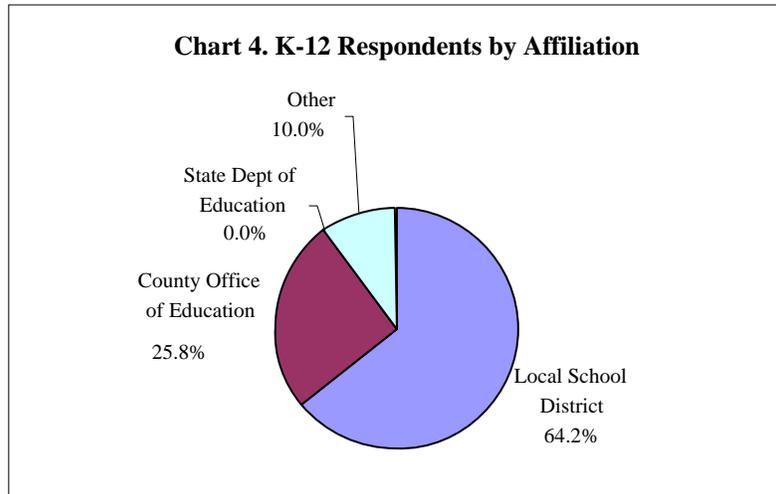
Of the respondents from college or university staff, the majority were faculty, 61.5%, followed by administrators, 23.9%. Students made up 4.3% of this group. This group was primarily affiliated with a college of education, 86.7%. Chart 2 illustrates the division of this group among higher education segments as follows: University of California, 8.8%; California State University, 66.4%; private college or university, 22.1%; and community college, 2.7%.



Among these respondents, Chart 3 illustrates that 28.4% work with Multiple Subject credentials, 25.8% Single Subject credentials, 21.8% work with Special Education credentials, 10.9% with the Administrative Services Credentials, and the rest work with others. In summary, this group fairly represents the higher education sector.



Among schools personnel who responded, presented in Chart 4, 64.2% work for a local school district, 25.8% a county office of education, and 10% represent others. The largest group was teachers, 23.7%, followed by classified employees, 22.9%, and coordinators/directors, also 22.9%. Superintendents represented 16.1%, school board members, 3.4% and site administrators, 9.3%. This is also a diverse and representative group. For those members involved with credentialing programs, 44.7% were with BTSA, 26.3% were with the Intern program, and the rest were equally divided among administrative services and designated subjects programs.



With these results, it is possible to state that survey respondents are, as a group, fairly typical of those with whom the Commission regularly interacts.

B. Survey Results and Stakeholder Comments

1. Online Survey Results – Data Pertaining to the Commission’s Work

When questioned about the activities of the Commission itself, respondents used a 5 point scale to rate each question as to (a) effectiveness since 2000; and (b) importance for 2007 and beyond. While individual items elicited a range of responses for effectiveness, all items were rated of high importance for the future, falling in the range of 4.45 to 4.74.

For effectiveness, among those items rated lowest, that is, closest to a middle rating of 3 were: responsiveness to stakeholder communications, 3.13; commitment to streamline credential policies, 3.13; commitment to streamline credential requirements, 3.01; and sponsors appropriate technical assistance to stakeholders, 3.12. It should be noted that these items had high standard deviations, indicating a large range of opinions.

The items most highly rated for effectiveness included: Commission meetings focus on issues related to credentialing, 3.91; Commission meetings are well planned, 3.56; the Commission maintains a useful website, 3.75; and the Commission makes effective use of technology, 3.6. As would be expected with a scale using a mid-point, scores clustered around it, with a high item mean of 3.91 and a low item mean of 3.01.

2. Online Survey Results Relating to the Work of the Professional Services Division

For the Professional Services Division, more variability was noted around importance for the future, although no item fell below a mean of 3.97. Effectiveness items with relatively low means included: use of quantitative or qualitative data, 3.18; implementation of a TPA, 2.77; and providing policy research in education, 2.93. Highly scored items on effectiveness included: use of technology in working with stakeholders, 3.51; development of standards for educator programs, 3.63; and management of the

accreditation system, 3.43. Means ranged from 2.77 to 3.63, with the item on the TPA having the single largest standard deviations, 3.97.

3. Online Survey Results Relating to the Work of the Division of Professional Practices
Looking at the Division of Professional Practices, all item means were very high, ranging from 3.21 to 4.05 for effectiveness and 4.52 to 4.73 for importance for the future. The single most highly rated effectiveness item was covering background checks and fitness reviews of prospective educators, 4.05; and the lowest item mean was communication with stakeholders about the activities of the division, 3.21.

4. Online Survey Results Relating to the Work of the Certification, Assignments and Waivers Division
The Certification, Assignments and Waivers Division also yielded high importance means for all items, with a range from 4.62 to 4.84. This division was most highly rated for effectiveness of use of technology for credential applications, 3.84 and use of technology in the work of the division, 3.68. Its lowest ranking was 2.97 for availability of information services – email and telephone.

5. Online Survey Results: General Comments Submitted by Respondents
Stakeholders were also invited to make open-ended comments which were analyzed by the strategic planning committee. Each comment was categorized by content, and comments were then grouped by theme, noting positive or negative variance. Salient characteristics of each emerging theme were then noted. This work was then back-checked for accuracy by the strategic planning consultant.

As the planning committee reviewed the range of items and topics, several themes emerged. These themes are listed in the table below.

Table 2. Survey Themes from Comments Sections

Group	Themes
CAW	<ol style="list-style-type: none"> 1. Progress on reducing backlog appreciated. 2. Restore staff services to previous level, especially on phones and specific contacts. 3. Greater technical accuracy and consistency needed in electronic and paper communications.
DPP	<ol style="list-style-type: none"> 1. Be more timely in informing stakeholders on legal actions. 2. Continue to safeguard our children through background checks and disciplinary action.
PSD	<ol style="list-style-type: none"> 1. Restore and redesign accreditation activities; focus on accountability. 2. Overhaul BTSA system and monitor for consistency. 3. Implement the TPA; consider its design and costs. 4. Examine, simplify and reduce exams.

CTC	<ol style="list-style-type: none"> 1. Redesign the website to make it friendlier to a wider audience. 2. Increase staff availability. 3. Improve communication as a two-way process.
General Comments	<ol style="list-style-type: none"> 1. The work of the CTC is vital and appreciated. 2. Consistency and accuracy of information is lacking. 3. Credentialing system is too complex.

6. Results from Paper Surveys Completed by Commissioners

Commissioners were asked to complete paper surveys. Seven surveys were completed. As this does not represent a majority of Commissioners, results should be interpreted with caution. As with other groups of respondents, the Commissioners almost uniformly ranked all items in all divisions as very important to the future, with the vast majority of items receiving a 5, the highest rank. For the most part, Commissioners’ issues were identical to those of other stakeholders as shown above. They were concerned additionally about monitoring of credential assignments and credential programs, promoting educational excellence for all, and the quality and efficiency of multiple routes into the profession. There was also concern about the implementation and use of technology in each division.

7. Results from Stakeholder Meetings

To further elicit stakeholder opinions, open invitations were issued electronically via list-serve and website to attend a meeting either in Sacramento on March 7, 2007 or Los Angeles on March 20, 2007. For each location, a two hour session was scheduled from 3 to 5 p.m. in order that classroom teachers might attend. Each meeting consisted of a short presentation about the Commission, an opportunity to participate in small groups on the work of the divisions and the Commission, and whole group discussion. Participants were also asked to complete response sheets. Overall, 51 individuals participated, 19 in Sacramento at the CTC, and 32 in Los Angeles at CSU Dominguez Hills.

In aggregate these meetings revealed that stakeholders were very appreciative of the opportunity to express their interest in these issues. Issues raised included: reconsideration of who the customers are; collaboration with universities on research on teachers and teacher education policy; assuring mandated tasks are streamlined and manageable; preparation of teachers of English learners; revamping induction for basic and special education credentials; revitalization of information services; and a more effective web presence.

A summary of the overall types of comments made at these meetings is provided by Appendix B.

III. Summary Issues and Trends

When looked at as a whole, the data discussed above can be summarized as follows::

- Overall good work, despite adverse conditions
- Enhance communication agency-wide
- New definitions of who is served and how

- Increase consistency and accuracy through staff training
- Better alignment of credentials, standards and programs with K-12
- Renew attention to and definitions of accreditation
- Better monitoring of credential holders and preparation programs
- Continuous redefinition of educational excellence through collaboration and research
- Examination and streamlining of credentials
- Examination and streamlining of examinations
- Careful implementation of the TPA
- Adjustment of teacher development programs, especially induction

As a group, stakeholders had a positive view of the Commission and its work. All of the above emerged with a view to improvement. Stakeholders were uniformly complimentary about the willingness of the CTC and its staff to seek stakeholder input in its planning.

IV. National Trends/Best Practices Review

It is appropriate to the Commission's deliberations on its mission and vision to provide a national perspective on what the current trends and issues are in teacher credentialing/certification. Therefore, the division directors for the Certification, Assignments, and Waivers Division, the Division of Professional Practices, and the Professional Services Division have identified some of the major national trends with respect to their areas of responsibility. The directors relied on their personal contacts in other states, professional organizations such as the National Association of State Directors of Teacher Education and Certification (NASDTEC), and a review of published articles.

In the area of Certification, Assignments, and Waivers, some of the national trends include:

- Simplification of Requirements
- Automation
- Paperless processing
- On-line services for: recommendations, renewal, lookup and printing of credentials
- Reciprocity/Comparability between States
- Trends to move non-traditional teachers into teaching positions
- Career Technical Education (Vocational)
- Removal of barriers, especially for prospective Math, Science, Special Education teachers
- Monitoring out-of-field teaching

In the area of responsibility within the Division of Professional Practices, some of the national trends include:

- Increased disclosure/dissemination of information to public and stakeholders regarding individuals who have been disciplined.
- Development of Uniform Codes of Ethics for educators.

- Development of pre-service/in-service training modules to increase educator awareness of actions that could lead to misconduct charges.

In the area of responsibility within the Division of Professional Services, some of the national trends include:

- Examining learning outcomes for candidates.
- Examining teacher impact on Pre-K-12 student learning.
- Systematic collection of data.
- Reliance on professional standards to define a field.
- Move to candidate testing.
- Move to performance assessment linked to accreditation and accountability.

When taken as a whole, these are mostly the same issues that the respondents to the Commission's survey identified. The results of the review of national trend data provide further confirmation that the work of the Commission to review and potentially redefine its mission, vision, and goals are in line with what other credentialing agencies around the nation are pursuing in their own strategic planning initiatives.

V. Reviewing and Redefining the Commission's Vision Statement

The results of the stakeholder survey and the national trends study provide valuable information against which the Commission's current mission and vision statements can be evaluated. Commissioners will evaluate these data and then consider a new vision statement. In their deliberations, Commissioners may wish to be guided by these questions:

- What about each issue is within your control? What is outside?
- How does this issue impact the vision?
- What do you want have happen as a result of addressing the issue?
- When do you expect to see a change?
- How does this issue impact the structure of this organization?
- What options are available?
- What risks are associated with available options?
- What would happen if you did nothing?

Not all of the issues and trends identified through the data provided to date will be addressed by the Commission. By formulating answers to these questions it may become clearer as to what is important to the Commission's future.

VI. Possible Vision Statements

The Commission's current Vision Statement is *to ensure that those who educate the children of this state are academically and professionally prepared*. At this meeting the Commission will reevaluate this vision statement and potentially begin the formulation of a new one. The suggested process for addressing the vision statement is first, to take into account the themes and/or issues suggested by input from its stakeholders, and then to decide how these concepts might contribute to the renewed sense of vision for the agency. To assist Commissioners in their deliberations, a sample of vision statements from other state agencies is provided below:

- California Department of Education (CDE) – “To create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers, and excel as parents and citizens.”
- The California Board of Accountancy – “To be the premier regulatory agency that provides exemplary consumer protection, fosters high ethical standards, promotes continuous quality improvement in the practice of public accountancy, and operates with maximum efficiency.”
- CALPers – “Pride in Our Service, Providing Confidence for Your Future”
- Board of Pharmacy – “Healthy Californians through quality pharmacist's care.”
- Dental Board – “The Dental Board of California will be the leader in the promotion of oral health as it relates to the improvement of the total health of the people of California.”
- Audiology Board – “Every person in the State of California has access to communication, diagnosis, and treatment of the highest quality.”
- Air Resources Board – “All individuals in California, especially children and the elderly, can live, work, and play in a healthful environment—free from harmful exposure to air pollution.”
- Water Resources Board – “A sustainable California made possible by clean water and water availability for both human uses and environmental resource protection.”
- Integrated Waste Management Board – “A sustainable California, where our unique natural environment is preserved for future generations.”

Some suggestions for new vision statements for the Commission as a starting point for discussion are:

- Ensuring prepared educators for California’s tomorrow.
- Defining excellence in educator preparation for California’s future.
- Preparing exemplary educators for the children of California.
- Setting high standards that assure exemplary educators for the children of California.
- Every child in California is educated by professionally prepared educators.
- Ensuring Educator Excellence

- To prepare exemplary educators for the children of California and to become a national leader in educational research.

Next Steps

Staff will take the results of today's discussion and return in June with possible options for a revised Vision Statement for further consideration. In addition, at the June meeting, the Commission will discuss possible revisions to the Mission and Goals of the Commission.

APPENDIX A

California Commission on Teacher Credentialing Current Strategic Plan

Vision

To ensure that those who educate the children of this state are academically and professionally prepared.

Mission

To assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities
- Developing preparation and performance standards in alignment with state adopted academic content standards
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public

Goals Adopted By the Commission In November 2000

Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Implement, monitor and report on the outcomes of new program initiatives
- EC 1D-4 November-December 2006

Goal 2: Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities

- Conduct periodic review of the efficiency of the day-to-day operations and financial accountability of the Commission
- Continuously improve the development, distribution and dissemination of agenda and information to the Commission initiatives
- Orient new Commissioners and staff on the roles and responsibilities of the Commission initiatives
- Continuously update the Commission's policies and procedures initiatives

Goal 3: Provide quality customer service

- Use technological innovation to maximize operational efficiency and improve customer access to information and services
- Provide timely, accurate and responsive processing of credential applications

Goal 4: Continue effective and appropriate involvement of the Commission with policy makers on key education issues

- Sponsor legislation as appropriate
- Influence legislation regarding the preparation and certification of professional educators
- Respond to policy makers' information inquiries
- Sustain productive relations with key policy makers and staff
- Collaborate with and advise appropriate agencies
- Design and develop strategies to implement new legislation

Goal 5: Enhance effective, two-way communication with the Commission's stakeholders

- Pursue strategies to refine the Commission's public affairs activities

Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

APPENDIX B

Table 3. Facilitator Summaries from Stakeholder Meetings

Group	Sacramento	Los Angeles
The Commission	<ul style="list-style-type: none"> ▪ Communication: CTC/CDE ▪ English Language Dev. Credential beyond CLAD + Single Subject English ▪ Addressing need of unemployed credential holders to complete requirements ▪ Division of Profession Practice more communication on status + timeline of case disposition ▪ Have a couple of “teacher” positions selected by teachers (for example have University faculty selected by faculty) ▪ Revise the way commissioners are selected so some are selected by stakeholder groups ▪ Reexamination of appointments of commission members to make more transparent ▪ Explore partnerships with IHE’s and LEAs to work together towards goals ▪ Role of CCTC in terms of quality-how do we measure it? Needs to be realistic and effective-“doable” for IHE, LEA & CTC ▪ Needs to be more aggressive in its role in pursuing legislative policies and develop a platform form which to implement these policies (think tank research based) ▪ Commission/organizations/departments to address cross state credentialing issues. ▪ Need to consolidate assessments to reduce burden on candidates and students for testing 	<ul style="list-style-type: none"> ▪ Definition of “customer” needs to include candidates, IHE, credential holders, employers ▪ Timeliness of working with IHE’s missing-Goal 3 ▪ May reorganize have <u>stakeholder</u> to replace customer ▪ Stakeholder-people of CA (accountability) ▪ Goal 5-bullets added to public affairs activities/in timely manner ▪ Goal 6-define “expanding pool of applicants” ▪ Add goal to have a more integrated system ▪ BTSA(induction)value added system eliminate redundancy ▪ G.6 Evaluate the multiple entry points ▪ G.1 Connect with K-12 student achievement ▪ Create mechanism (instruments processes) to guide improvement ▪ Conduct research on link between teachers and students ▪ Measure impact of service personnel on teachers and students (note: non-direct impact) ▪ Support research done by IHE, etc. coaches ▪ Track career decisions of licensees ▪ Optimize use of existing data collection analysis ▪ Issue: union perspective on tracking teacher development, decisions, etc ▪ TPE as narrative not in minutes

Group	Sacramento	Los Angeles
<ul style="list-style-type: none"> ▪ CAW 	<ul style="list-style-type: none"> ▪ Disconnect between Mission/CAW ▪ Customer service not directed to helpfulness to staff. ▪ Email responses poor/unclear. ▪ CAW is very visible, labor intensive/people important, want 'high touch'. ▪ Every hoop is meaningful and not redundant ▪ No retreat from standards ▪ No concurrent mitigation of issues ▪ Costs to candidates ▪ Research on development of teacher ▪ Customer service differentiated for various needs 	<ul style="list-style-type: none"> ▪ CAW- Improvement has been dramatic ▪ Concern-communication, training, consistency ▪ On line training modules ▪ Accountability in field and also with staff ▪ On going certification or annually re-certify credentialing analyst ▪ Decide which one to clear special ED/multiple subject ▪ Level II credential –have to wait 24 months ▪ Clarity on integrated programs ▪ Graduates of integrated program look like they don't have post basic units ▪ CTC needs to enhance communication with HRs ▪ CSBA-higher caliber openers could be board policy issues ▪ What do you do with process questions for CAW ▪ Liaison-brought back after Specialized based on area ▪ SELPA-mismatch with requirements and NCLB, etc. ▪ IDEA, 2004 ▪ On line renewal and interns identifying what they have ▪ Some online information is inaccurate ▪ FAQ-Process transparency especially from out of state ▪ Forum on how to use website ▪ Non public, charter schools listed on CTC website ▪ List kinds of programs ▪ What ever is "official" should be on the website & working ▪ TPA-handbook, rubrics on website ▪ Renewal codes are not clear ▪ Website doesn't have phone numbers

Group	Sacramento	Los Angeles
		<ul style="list-style-type: none"> ▪ (Interactive pages-In state, out of state) ▪ Various reports should be posted ▪ Keep minutes out of the search ▪ More research on why there is a shortage
<ul style="list-style-type: none"> ▪ PSD 	<ul style="list-style-type: none"> ▪ Accreditation – what data should be used? Monitor only those responsible ▪ Curriculum alignment with K-12 ▪ Multiple evidence of meeting goals, e.g. subject matter competency ▪ Flexibility-career tech credentials ▪ Avoid redundancy in induction, promote consistency ▪ Survey to determine excellence- like CSU survey ▪ Need to increase in co-involvement with other state credentialing ▪ Need to list standards in the Goals 	<ul style="list-style-type: none"> ▪ Foundation level math is much lower level ▪ Administration test can be passed without course work ▪ TPAs are good capstone where pedagogy is challenged ▪ Content standards do not match credentialing standards ▪ Accreditation – what data should be used? Monitor only those responsible ▪ Accreditation should benefit preparation program ▪ Curriculum alignment with K-12 ▪ Standards need to meet student needs ▪ The Commission takes to long to review programs ▪ Concerns about the implementation of the TPA ▪ Special education needs better induction ▪ Commission needs to be aware of the culture of the IHE faculty ▪ Better communications with the field ▪ Policies should be seamless with IHEs/LEAs working together ▪ Continue to enhance the use of technology
<ul style="list-style-type: none"> ▪ DPP 	<ul style="list-style-type: none"> ▪ Revisit how the discipline process functions & where final liability lies. ▪ Minimal due process at this point. 	<ul style="list-style-type: none"> ▪ Timeliness of concluding investigation. ▪ More info on system and how it works.