
2I

Information

General Session

Strategic Planning Development: Reports from Stakeholders

Executive Summary: The Commission will be provided with an update on the Strategic Plan progress to date. Summaries of the March 7, 2012 retreat and the April 2012 stakeholder survey are presented. Strategic priorities will be then considered at the end of the Commission meeting under agenda item 2K.

Recommended Action: For information only

Presenter: Mary Vixie Sandy, Executive Director

Strategic Plan Goal: 3

Provide quality customer service.

- ◆ Provide services tailored to specifically defined customer needs and groups

April 2012

Strategic Planning Development: Reports from Stakeholders

Introduction

In August 2007, the Commission adopted its current strategic plan. There have been significant changes in the policy environment, as well as in the membership and leadership of the Commission since that time. Consequently, the Commission decided to conduct a review of its current vision, mission, goals and objectives, and amend them as necessary to capture the current and future work of the agency. This agenda item contains an update on the Commission's strategic planning activities, as well as strategic priorities that have been identified to date.

Part A: Background and Data Review

I. Overview of Strategic Planning Process

A revised five-year Strategic Plan will help the Commission articulate its goals and objectives. To help shape a revised Strategic Plan, the Commission collected input from several sources: (a) organizational commentary from major stakeholders (see appendix A); (b) a Commission retreat on March 7, 2012; and (c) an electronic survey asking opinions on agency functions and activities from all stakeholders, including Commissioners and agency staff. Each of those activities and outcomes is described herein. It is anticipated that a complete analysis of these inputs, as well as Commissioners' recommendations will yield a draft revised strategic plan for consideration at the June 2012 Commission meeting.

II. Strategic Planning Activities

a. Commentary from Major Stakeholders

Major stakeholders who interact with the Commission include: the Association of California School Administrators (ACSA); Association of Independent California Colleges & Universities (AICCU); California Association of Professors of Education Administration (CAPEA); California Council on Teacher Education (CCTE); California County Superintendents Educational Services Association (CCSESA); California Teachers Association (CTA); California Federation of Teachers (CFT); California State Parent-Teacher Association (PTA); California State University (CSU); Credential Counselors and Analysts of California (CCAC); Personnel Administrative Services Steering Committee (PASSCo); Public Advocates (PA); and the University of California (UC).

Each of these stakeholder groups was asked to respond to two questions developed by the Executive Director. They were: (a) *What are the top three areas the Commission needs to address as part of its' strategic plan?* and (b) *What key issues need to be put on the Commission's agenda?* Responses in writing were received from eight organizations (Appendix A). One organization responded orally, and then in writing, during the March 7, 2012 retreat. These responses were examined and discussed by Commissioners during that day.

In response to these questions, a majority of respondents identified the teacher preparation system, including accreditation and credentialing, as a top priority. Organizations called for changes including strengthening and refocusing the system (Public Advocates, CCTE, ACSA), reconsidering standards (UC, CSU), streamlining the system (CCSESA, UC) and focusing more directly on teacher quality (PTA). A top key issue was induction, albeit viewed in two ways. These was a call for reconsideration and revision of induction programs for teachers (CCSESA, UC, CCTE) and the development of induction programs for administrators (CAPEA, CCSESA). Measurement of teacher quality and effectiveness, along with new definitions of teacher professional development and support were also cited by multiple stakeholders. Child safety and educator discipline were mentioned (PTA, CTA, Public Advocates) as well as increased collaboration with other agencies (CCTE, CAPEA).

In addition, organizations raised issues linked to their specific professional interests. These included completing work on the administrator services credential (ACSA, CAPEA); advocacy for a statewide data system (PA); improvements in special education credentialing (CCSESA, CTA); increased attention to and enhancement of performance assessments for teachers (CCTE) and increased use of research findings to inform policies (UC, ACSA).

Table 1. Most Often Cited Strategic Priorities - Major Stakeholder Organizations

Priority	Sources
Teacher Preparation System Revision (includes credentialing, standards revision, accreditation, teacher quality)	PA, CCSESA, ACSA, UC, CCTE, PTA
Induction System Revision & Expansion	UC, CCTE, CCSESA, CTA, CAPEA, PTA
Professional Development Redefinition & Implementation	CTA, CCSESA, CAPEA,

b. Commission Retreat - March 7, 2012

Commissioners and senior staff met at the Putah Creek Lodge on the campus of the University of California, Davis as part of the March 7-8, 2012 regularly scheduled Commission meeting. Members of the public also attended. The facilitator for this meeting was Babs Kavanaugh, BK Consulting. Objectives for this retreat were: (a) Discussion of the CTC’s strategic framework and priorities; (b) Shared understanding of the current environment; and (c) Increased clarity on effective governance. After welcome and introductory activities, Commissioners and staff engaged in a visioning activity during which a video on 21st century learning was viewed, (<http://www.youtube.com/watch?v=zDZFcDGpL4U>) followed by small group discussions on defining a successful future for education. Group members then shared their ideas with the whole group.

Executive Director Sandy then presented the ‘State of the State’ address, which provided an overview of agency goals, structure and accomplishments. Also included was a report on how the 2012-13 proposed Governor’s budget affects the agency. Working in small groups, Commissioners and staff then analyzed letters from major stakeholders, identifying major priorities and key issues which were subsequently charted and shared. A more complete discussion of these letters can be found in the previous section.

After lunch Ms. Kavanaugh led the group through a strategic planning activity to identify and

analyze current agency Strengths, Weaknesses, Opportunities and Threats (SWOT, Table 2). Participants were asked to identify issues for each of these in relation to the Commission's work, as well as to list Strategic Priorities. A summary of this work is presented in Table 3.

Looking at the SWOT charts as a set, participants considered several major concerns, including: how to set priorities given financial and staffing concerns; following through on current commitments; identifying high leverage areas that might have an impact on teacher quality; aligning priorities with core mission; the CTC's role and position in state government; and understanding context in anticipation of the future.

Commissioners closed their retreat with a focus on strategic priorities, discussing what a robust communication plan would look like; possibilities for improving the accreditation process, including ways of honoring excellence for programs whose quality is beyond what standards require, a reconsideration of indicators of quality, and streamlining the reporting processes for programs that have already demonstrated high quality. Specific discussions addressed teacher quality, including what has been occurring in BTSA, evaluation paradigms and evaluation timing, as well as linkages between teacher quality Indicators and accreditation modifications.

Table 2. SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Independent standards board; • Self-funded; • Well-functioning Commission; • Positive relations with field and other agencies; • Operational efficiencies, professional, committed staff including energetic new director; • Shared common vision 	<ul style="list-style-type: none"> • Budget constraints; • Staff vacancies; • Limitations of current system and laws; • Accreditation overwhelming; • Young, new Commission; • Governmental red tape; process-based induction; • Lack of statewide data base 	<p><u>Leadership</u>: big state can set agenda, define high quality teacher preparation, Common Core; take TPA to next level; accountability agenda for teacher preparation</p> <p><u>Public Relations</u>: use social and other media to publicize successes</p> <p><u>Systems</u>: examine and improve all systems; prioritization; use control mechanisms to promote innovation</p> <p><u>Partnerships</u>: with other state agencies, public and stakeholders, collaborate on Educator Excellence Task Force (EEFT)</p> <p><u>Fiscal</u>: rethink priorities; private dollars; federal money possibilities</p>	<p><u>Internal</u>: reduction in staff; lack of funds; threats to disband agency; lack of clout; increased discipline cases; analysis paralysis; value added methods in accountability; fear of systemic change</p> <p><u>External</u>: audit and response; federal mandates; proposed state budget; public perceptions, anti-teacher rhetoric; unhappy stakeholders; glare of publicity</p>

Table 3. Strategic Priorities

Communication and outreach confidence building: increase confidence among public and stakeholders; outreach to all educators; improve communication with other agencies; agency staffing priorities based on strategic goals and issues with high public salience.

Improve operations: set priorities; finish what we start; complete BSA, CWIP, respond to legal mandates, e.g., credential processing; honor and enforce CTC's own rules.

Program quality and accreditation: ensure preparation standards meet 21st century teaching and learning needs; clearer indicators for evaluation activities.

Educator quality: authentic and consistent educator assessment (BTSA, performance evaluation); teacher development and career pathways as a shared responsibility among IHEs, LEAs and state agencies; Educator Excellence Task Force (EETF), Administrative Services credential work, Teaching Advisory Panel (TAP).

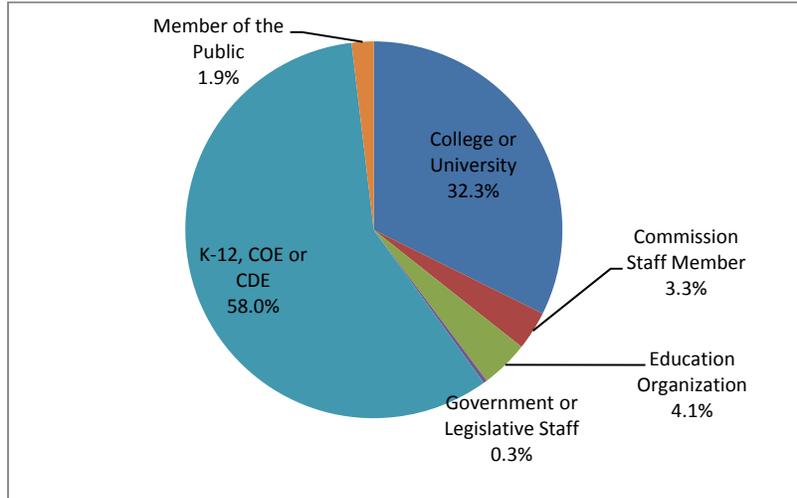
c. Stakeholder Survey

In order to gain insights from all stakeholders, a survey related to the work of the Commission was developed. A draft version was reviewed by Commissioners and senior staff on March 7, 2012. A final version was then created using feedback obtained that day and placed on the web. Stakeholders were notified, and asked to complete the survey ending April 23, 2012. There were 900 responses of these, 623 completed all portions of the survey.

Demographics of Survey Respondents

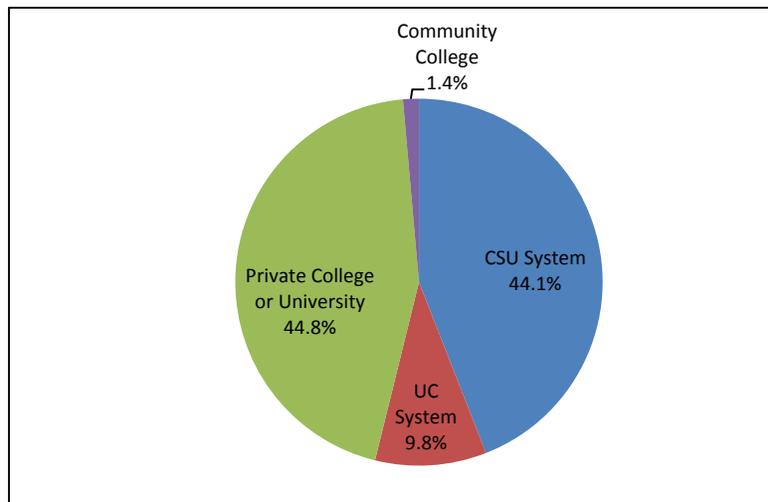
The following charts present some information on the demographic distribution of respondents. Of all respondents, demographic data presented in Chart 1, show that 32.3 % were from colleges or universities, 58% were from PreK-12 schools, 4.1% were from education organizations, 0.3% were government or legislative staff, 1.9% were from the general public, and 3.3% were Commission staff.

Chart 1: All Respondents by Sector



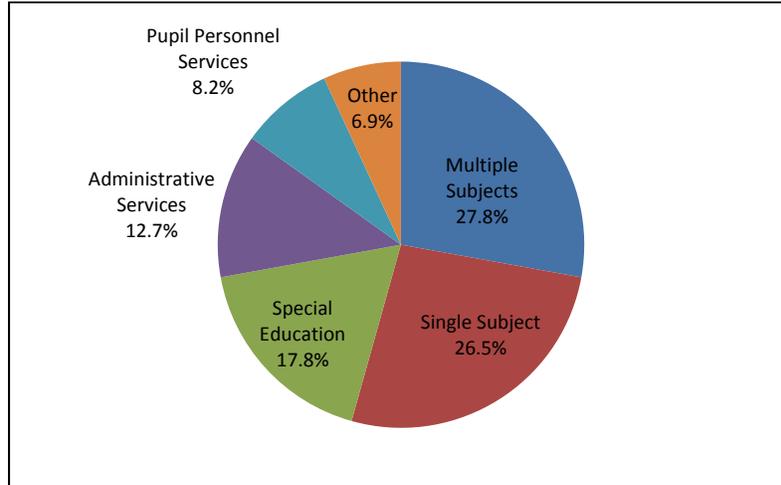
Of the respondents from college or university staff (N=291), the majority were faculty, 47.6%, followed by staff members, 20.6%, and administrators/deans, 21.3%. Students comprised 2.4% of this group. Chart 2 illustrates the division of this group among higher education segments as follows: Private College or University, 44.8%; CSU System 44.1%; University of California, 9.8% and community colleges, 1.4%.

Chart 2: Institutions of Higher Education Respondents by Sector



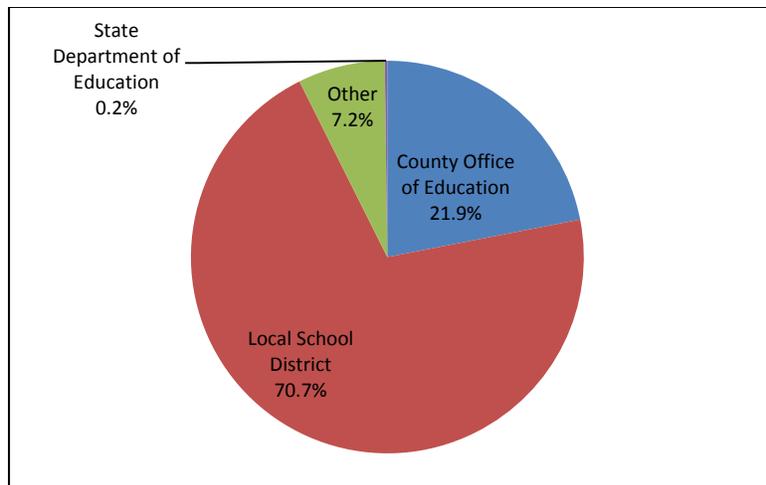
Among these respondents, Chart 3 illustrates that 27.8% work with multiple subject credentials, 26.5% single subject credentials 17.8% education specialist credentials, 12.7% with the administrative services credential, 8.2% with the pupil personnel credential, and the rest work with other credentials. In summary, this group is fairly representative of the higher education sector stakeholders.

Chart 3: Institutions of Higher Education Respondents by Credential Type Affiliation



Among P-12 school personnel who responded (N=522), presented in Chart 4, 70.7% work for a local school district, 21.9% a county office of education and 7.2% represent others. The largest group providing responses were teachers, 32.3%, followed by classified employees, 31.9%, and coordinators/directors, 12.7%. Superintendents represented 1.1%, school board members 1.9%, and site administrators, 3.4%. This group is diversified, though representation by administrators is lower than expected. For those involved with credentialing programs, 30.2% were with BTSA, 5.9% were with the Intern program and the rest were with administrative services, 4.2%, or designated subjects 5.5%.

Chart 4: PreK – 12 Respondents by Sector



Overall, this respondent group is representative of the Commission’s primary stakeholders and as such one can examine the survey results with confidence.

Part 1: Responses to General Questions

Items ranking highest and lowest on both effectiveness and importance were examined. Each of these items was disaggregated by role groups of respondents, with particular attention to institutions of higher education and local education agency role groups. Discrepancies, where they occur among these respondents, are noted. On this survey, respondents were asked to indicate a level of agreement with each item using a scale on which 1 means unsatisfactory and 4 means highly satisfactory. Mid-point on this scale is 2.5. Overall, rankings for importance for 2012 and beyond ranked consistently higher than items on current effectiveness. Appendix B includes a list of all general questions asked on the stakeholder survey.

Table 4. Highest Means - Current Level of Effectiveness

Item	Mean	Standard Deviation	Number Responded
1. Commission meetings, including agendas, and minutes, are accessible to interested parties through electronic means.	3.32	0.82	N= 510
20. The Commission effectively uses technology for processing credential applications (online applications/ renewals)	3.29	0.78	N= 543
2. Commission's public meetings are consistently well-run.	3.18	0.78	N = 265
3. Commission meetings focus on important issues relating to credentialing policy.	3.18	0.79	N= 431
16. The Commission adequately conducts background checks and fitness reviews of prospective educators.	3.16	0.88	N= 483
4. The Commission's on-line certification system is clear and easy to use.	3.04	0.87	N=503

For these items, the only item that yielded a noticeable discrepancy between higher education and preK-12 respondents was Item 4. More preK-12 respondents rated the item 3 or 4 (80%) than higher education respondents (67%). This result may reflect greater use of the on-line system by credentialed educators. The number of higher education personnel who hold credentials, particularly staff, varies by institution. What is notable here is that most of these are directly connected to the Commission public profile and communication. These results confirm the importance of effective communication strategies. Individual comments on the above items cover a wide spectrum. All responses were anonymous.

Sample Comments: There were 152 comments from people responding with 3 or 4 ratings.

The CTC meetings online and use of videoconferencing to hold meetings has provided access and allowed us to save on travel dollars. This is an excellent tool! 2. The digitization and web-based nature of credentialing has been an important step forward that supports all of our work. This is so vastly improved! Kudos! CWIP is an excellent idea. 3. The monitoring of discipline has been a yeoman's feat. CAW and the agency has stepped up to the task.

CTC has made tremendous strides in clarifying Educator Discipline information for employers and the public on the website, and implementing efficient procedures, policies, and systems within the Department of Professional Practices.

During a challenging time at my institution I have been tremendously impressed by the integrity of the commission, its findings, the people who volunteer, the people who guide and support. Completely impressed. I was able to watch, live, the interaction between the commission and my institution. Now I am concerned by the forbidding budget cuts. How will the commission be able to serve its mission, and continue its impressive support and monitoring of all that is so important for public education? My dark fear is it will be marginalized, and, later, eliminated in favor of privatization.

Table 5. Highest Means - Importance for 2012 and Beyond

Item	Mean	Standard Deviation	Number Responded
4. The Commission's on-line certification system is clear and easy to use.	3.76	0.53	N= 555
5. (tie) The Commission's website provides easy access to important information.	3.76	0.52	N= 596
20. The Commission effectively uses technology for processing credential applications (online applications/renewals).	3.75	0.54	N= 576
16. The Commission adequately conducts background checks and fitness reviews of prospective educators.	3.74	0.58	N= 561
8. The Commission's policies ensure that all routes to a credential adequately prepare educators to serve in California's schools.	3.68	0.64	N= 585

What is clear from this table is the divergence between ratings of current effectiveness and perceptions of importance for the future. Only three items, the on-line certification system, background checks and effective use of technology, appear in both lists. In the comments below it is possible to see stakeholders have definite opinions on ideas and actions for the future.

Sample Comments: There were 152 comments from those who responded with a 3 or 4 rating.

The on-line credential renewal process has been wonderful and very efficient.

Information is readily available to frequent users of CIG and the CTC website, but difficult to navigate to new users. I'm quite pleased with the online access to webcasts, leaflets, credentials.

I trust the new Commission members will be thoughtful about their work. This survey is a definite improvement from a time in the mid-1990s when the /Commission staff did not listen to complaints, and, in fact, sometimes acted with disdain to public comments. This survey offers a better opportunity, if a wide range and depth of people have the opportunity to comment and have their comments be taken seriously.

The commission has done a really nice job putting more on webcast and archiving meetings along with materials. I would like to see these archived meetings easier to access through the website.

Lengthy comment from one respondent:

System wide change is necessary for the Commission to "fix" problem areas. The national political landscape is impacting CA, and stakeholders are largely unaware of the competing and congruent nature of work in progress related to work of the Commission—policies, reports, legislation, initiatives, etc.. all of which are impacting the range of stakeholders in their work at the local level.

“Fixing” one area, without addressing the WHOLE system of “learning to teach” may not reflect the desired outcomes and mission of the Commission—“ensure that those who educate the children of California are academically and professionally prepared”.

The Commission appears to be at an “awareness” level around critical issues and reforms that are influencing the profession, nationally. Other than adopting the Common Core, it is not clear that the Commission has a plan and direction on when and how best to rework CSTP standards, the Learning to Teach Continuum, national TPAs or existing TPAs or both, the anticipation of the Common Core high school assessments, program accreditation standards, induction requirements and alternative paths to prepare, license and “induct” a new teacher in CA. Certainly, the Commission is addressing these issues, but there should be sense of urgency in shaping a well-defined, coherent, congruent path during this era of rapid change and need for innovative thinking.

Establishing new ways to engage stakeholders to participate in a statewide discourse on how best to serve students would be wise in the overhaul of the “system.....The Commission’s work could be enhanced if there was a visible, intentional mechanism to invite such communication. The Commission should seek out practitioners at all levels who are deeply engaged in this work. They can offer models to share and replicate in alignment with new standards and strategies.

No, doubt, the Commission is doing outstanding work, committee by committee and with the CCSSO partnership. The bigger problem is like an “elephant” in the room--- how can the Commission transform its own infrastructure (20th century operating model) to invite and integrate 21st century innovations, practices and resources in order to better prepare a new “breed” teachers—prepared to generate evidence that each student served is learning content and thinking skills that prepare them to be college and career ready, through a global lens?

Table 6. Lowest Means - Current Level of Effectiveness

Item	Mean	Standard Deviation	Number Responded
17. The Commission is timely in monitoring the fitness-related conduct of credential holders.	2.50	0.98	N= 406
24. The agency responds accurately and effectively to employer needs in a timely manner.	2.58	0.91	N= 342
12. (tie) The Commission's policies ensure that teaching performance assessment data are used to provide important insights into the quality and performance of educator preparation programs.	2.58	0.97	N= 433
8. The Commission's policies ensure that all routes to a credential adequately prepare educators to serve in California's schools.	2.68	0.94	N= 566
19. The Commission effectively monitors credentialed educators and applicants in support of safety in the public schools.	2.69	0.99	N= 376

Item 17 indicated a discrepancy between higher education and preK-12 respondents. More preK-12 respondents (N=234) rated this item than those from higher education (N=142). Both groups had similar ratings, however. The difference likely reflects greater concerns and impacts for those employed in public schools. For Item 24, PreK-12 were overwhelmingly more negative and provided more responses (N=226) than higher education (N= 87). Among preK-12 respondents, 47% gave a '1' or '2' rating, compared with 38% for IHE respondents. It must be noted that there are a greater number of public schools than institutions of higher education statewide. For Item 19, the discrepancy between respondent groups follows the same pattern numerically (IHE, N = 120; preK-12, N= 210) but the rating pattern does not. PreK-12 respondents skewed somewhat on the higher end, with 65% giving a '3' or '4' rating as compared with IHE, 49%.

Sample Comments: There were 238 comments from those who gave a 1 or 2 rating.

The ongoing issues with Division of Professional Practices are always problematic even when we have someone who only has something on their record from 30 years ago. It shouldn't take over a month to review. Being able to contact the Commission about anything is a daunting task. I make sure to be very detailed in my emails and 90% of the time don't get the answer to my questions so I have to email again and wait 2 to 3 more days for a response.

The Commission is not in touch with the needs and pressures imposed on teacher preparation in California. Accreditation processes are redundant, burdensome, and ineffective.

Sometimes the personnel staff is inconsistent with answers to our various certification answers. There are new people who respond like they know all the answers and I know from my own experience they are incorrect. This puts me in the position of having to challenge them. I would love it if COE's could have access to personnel prior to noon every day. Could you also make the format for statewide reporting less complicated?

The sheer volume of updates to policies is overwhelming and difficult to manage. Also please get the online system up and running.

Your website is very difficult for teachers to navigate. They find it to be convoluted with too much information.

The website and CIG is difficult to locate information for the novice and even experienced user. The leaflets do not explain in easy-to-understand instructions how to apply especially the OOS Education Specialist. When speaking with staff, I find that they have separate information not stated in the leaflets that address my questions. This makes it difficult to not have it accessible to implement. Also staff have given different answers.

The TPA "costs" a tremendous amount of time and money that could be better spent on more direct support and training for candidates. I see no evidence that the TPA ever screens out candidates, since virtually everyone eventually passes. Preparing the TPA may have educative value, but this is not how it is billed--it's billed as a high-stakes assessment. I also doubt that our scoring is objective or that scorers are truly ever "calibrated," and I know campuses are inconsistent about how much they coach candidates on the TPA. And the time that we are putting into scoring is draining us. I think we'd be better off with nothing. If we have to have a TPA, I hope we will soon move to the national TPA that the PACT team has developed, so that Pearson can take over the scoring.

Table 7. Lowest Means - Importance for 2012 and Beyond

Item	Mean	Standard Deviation	Number Responded
12. The Commission's policies ensure that teaching performance assessment data are used to provide important insights into the quality and performance of educator preparation programs.	3.30	0.91	N= 492
13. The Commission implements an alternative certification (intern) system (preparation, credentialing, grants, support) that serves to increase the diversity of the teacher workforce.	3.36	0.86	N= 527
11. The Commission's policies regarding implementation of Teaching Performance Assessments ensure that graduates are prepared to teach in public schools.	3.40	0.83	N= 523
1. Commission meetings, including agendas, and minutes, are accessible to interested parties through electronic means.	3.48	0.73	N= 556
10. The Commission's examination system ensures that candidates possess knowledge essential for working in the public schools.	3.50	0.80	N= 567

Items related to the TPA are rated low for both effectiveness and future importance. A lack of support for continued emphasis on alternative certification and the examination system is also noted. While comments provide some insight on stakeholders' thinking, a more systematic and

thorough examination of these results appears warranted.

Sample Comments:

The credentialing assessments, the RICA and PACT are in need of revision. I presume the RICA will be revised with the new Common Core Standards. The RICAs advocate a particular view of reading that is politicized rather than representative of best practices in the profession, and as a result are a poor measure of student knowledge.

The implementation of intern programs is problematic--- there is no accountability of directors. The institution (superintendent/dean) should have authority to refocus and monitor implementation. University based Intern directors have been given inappropriate "power" by CCTC. Presumably this is true for districts as well. The Commission itself should assume more responsibility for monitoring staff or division effectiveness and timeliness in implementing the teacher discipline system and program approval process. It was not simply a failure of the staff when all fell behind-- the commissioners are also responsible for not monitoring. There is virtually NO means of ensuring that districts provide qualified, competent or responsible support providers for interns or for induction. Induction needs to be rethought in light of the numbers of teachers who don't get jobs.

I marked "one" in questions 9-12 because I feel the TPA is very ineffective. Pre-service teachers do not find the assessments meaningful--except for TPA 4, the video and analysis. I have overheard pre-service teachers coaching each other to write as many pages as possible and continually repeat oneself to ensure a passing score. Having scored the assessments, I also find the questions repetitive and burdensome. I feel the top priority of the commission should be to revise the TPAs to produce a meaningful performance assessment.

Comments from survey respondents on the first portion of the survey, for the most part, reflect the first two themes that arose in the major stakeholder letters: improving educator preparation, accreditation and induction. Many concerns were expressed regarding the BTSA program and induction in general. While views quite naturally varied, it is clear that the functioning of the induction system, including program quality, is of concern to the field, particularly in an era of less stable finances and fewer employment opportunities. The teacher preparation system was frequently cited as well. Respondents expressed concerns about the viability of the accreditation system, accountability, currency of standards and content bases for exams, and defining and maintaining teacher quality.

Responses to Questions about Current Commission Goals

Respondents were asked to rate each of the current Commission goals in two ways: (1) Does the goal accurately reflect the current work of the Commission? And (2) is this goal appropriate for the next five years? The goals, which are included in Appendix C, were rated as follows:

Table 8. Means on Accuracy & Future Importance for Current Goals

	Current Accuracy			Future Appropriateness		
	M	SD	N	M	SD	N
Goal 1: Promote educational excellence through the preparation and certification of professional educators	3.38	.79	534	3.61	.66	566
Goal 2: Support policy development related to educator preparation, conduct and professional growth	3.26	.84	497	3.53	.73	539
Goal 3: Provide quality customer service	3.02	.93	535	3.68	.65	550
Goal 4: Enhance working relationships with stakeholders	3.11	.88	500	3.53	.73	537
Goal 5: Engage in evaluation, assessment and research studies that inform the Commission’s work.	3.07	.95	464	3.52	.76	525
Goal 6: Maximize the effectiveness of the agency and its staff through the optimal use of technology, ongoing staff development and maintenance of a positive work environment.	3.11	.89	460	3.61	.67	517

The means for the *Future Appropriateness* of the Goals are slightly higher than the *Current Accuracy* means across all goals. In addition, the standard deviations for the *Future Appropriateness* are smaller than for the *Accuracy* of the Goals. This suggests tighter agreement across all respondents about the importance of these goals as guides for the next strategic plan.

Examination of responses to each item related to goals and objectives yielded no discrepant data of significance. Respondents were remarkably consistent in their ratings, resulting in very similar rankings across the 1-4 scale. Means for Goal 3 show the greatest discrepancy between current functioning and importance for the future, followed by Goal 6. Both of these goals are related to how we interface with the public. Goals 2, 3, and 4 were considered almost equally important for the future, while Goal 5 ranked last.

Sample Comments: The number of comments for each goal ranged from 72 comments for Goal 3 to 44 comments for goal 6. Seventy-one individuals also provided General Comments at the end of the survey. Comments related to customer service and teacher preparation system quality were the most numerous and specific.

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

- *The Commission must be more accessible to the field and stakeholders. It takes more than one month and longer for responses on emails regarding appropriate assignment/placement of certificated staff. This is one area which must be improved and supported in the field, especially in the areas of Career Pathways, Linked Learning and Community Partnership Academies. Further, it is detrimental to the field to expect accurate information to be collected at the COE level when monitoring assignments and then not provide information for the database input prior to May 1. This is unacceptable service to the stakeholders!*
- *Teacher Preparation should also aim at preparing teachers to design learning-rich and*

stimulating educational environments in the 21st century. The importance of technology, critical thinking and collaboration should also be emphasized.

Goal 2: Support policy development related to educator preparation, conduct and professional growth

- *It is important that the Commission advocate for policies that ensure meaningful training for practitioners and manageable requirements for local agencies. Often, new policies and procedures create hoops to jump through that create more work for everyone but do not make teachers better or more effective.*
- *New legislation that represents the needs of California Schools as it pertains to staffing can be improved upon. I believe the Commission responds well...perhaps being more proactive in some areas would help change the Commission's image to a more strong and innovative agency.*

Goal 3: Provide quality customer service

- *Provide services tailored to specifically defined customer needs and groups - this really needs to have groups identified. CTC should have an IHE service area and a District service area and then a Out of State service area. This is how you can specifically define your customer needs. At this time we are more like a OneStop and have to wade through what is needed and relevant.*
- *As indicated earlier, there seems to be wide variability in customer service at present, particularly with the implementation of CWIP and timely and helpful response to program reviews. The present budgetary circumstances have doubtless presented challenges for Commission staff (furloughs, etc.) as well as for IHEs, but it is important to improve this area in order to promote confidence and "buy-in" for the new accreditation system, for example.*

Goal 4: Enhance working relationships with stakeholders

- *Collaboration with stakeholders and drawing on the field to assist in approving documents, reviewing and monitoring programs, and publicizing its activities and accomplishments through presence throughout the state in districts and at regional and state wide conferences and committees is an important and valuable ongoing service that should be continued.*
- *Yes, Yes, and Yes.... this is a huge area of weakness and the Commission has NOT responded to complaints or to invitations to help.*
- *There is a definite need for the Commission to publicize its purposes, activities and accomplishments more broadly...especially to the public at large.*

Goal 5: Engage in evaluation, assessment and research studies that inform the Commission's work

- *Engage in educator preparation and evaluate the effectiveness of CCTC's programs and policies. Improve upon Commission's work from data collection.*

- *I think the commission is doing the best that it can with the resources it has. I would suggest that more could be done to partner with a range of research institutes so that the CTC and those institutes are framing the debates around teacher education more proactively.*
- *I don't believe the Commission has the expertise to track and use research effectively. It would be a great help if the Commission carefully evaluated its programs and policies.*

Goal 6: Maximize the effectiveness of the agency and its staff through the optimal use of technology, ongoing staff development and maintenance of a positive work environment

- *While technology is fine, the current system is so needlessly complex that even the best designed web site or other technological tools cannot adequately explain the counter-intuitive and needlessly-complex statutes and regulations that rule the credentialing system. While technology is fine, the current system is so needlessly complex that even the best designed web site or other technological tools cannot adequately explain the counter-intuitive and needlessly-complex statutes and regulations that rule the credentialing system.*
- *I worry that the Commission's objective of maintaining and exploring high quality routes for educator preparation is geared toward useless acronyms and not really focused on what is needed for quality educators. The programs are getting longer and more acronyms are added yearly, but what are you really accomplishing by doing all of this? Check in with high performing districts and see what makes them successful and incorporate some of their theories into your own.*

Summary

The Commission's current vision, mission and goals were largely supported as an appropriate framework for the agency's work going forward across all three sources of information. Overall the greatest number of comments submitted were in response to Goal 3, *Provide quality customer service*, and these comments referred to professional discipline, credentialing, technology and professional program reviews, including accreditation. There were some comments on professional growth, mostly supporting the need for new policy and practices in this area. Threaded throughout the comments were concerns about staffing levels and the challenges of functioning in lean times. This overlap between major stakeholders' concerns and individual stakeholder concerns is also seen in themes that emerged from the March 7 retreat. That conversation also centered on these same issues.

Next Steps

Based on the Commission's discussion at the April 2012 meeting, staff will prepare a draft strategic plan for discussion and possible adoption at the June 2012 meeting.



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February 22, 2012

Mary Vixie Sandy
Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Dear Ms. Sandy,

Thank you for the invitation to provide input into the Commission's strategic plan. With new leadership at the Capitol and within the Commission, now is a unique moment to reflect on how the Commission can best achieve its vision and refine its strategic plan to better address the needs of California's six million students for high quality educators.

Public Advocates challenges the systemic causes of poverty and discrimination by strengthening community voices in public policy and achieving tangible policy and legal victories advancing equal access to education, housing and transportation. Since its founding in 1971, Public Advocates has served as a key voice for educational equity in California. We partner closely with community-based organizations statewide such as PICO California, Californians for Justice, Alliance of Californians for Community Empowerment (ACCE), and the Campaign for Quality Education (CQE), a statewide coalition of grassroots, civil rights, policy and research organizations committed to educational equity for all communities in California's public schools.

We identify the following top three priorities that we would like to see the Commission address as part of its strategic plan:

(1) Hold Teacher Preparation Programs Accountable for Results

Consistent with its statutory mandate to oversee program accreditation, a central component of the Commission's work should be to hold all teacher preparation programs—both traditional and alternative—to common, high standards. This means that preparation programs should be held accountable for both program quality and multiple indicators of graduates' ability to teach successfully. Programs that do not meet standards should have an opportunity to improve, and if no improvement is shown over a reasonable period of time, it is the Commission's responsibility to close these programs.

Highlighted on the list of the Commission's accomplishments for 2010-11

is the fact that the Commission accredited 37 sponsors of educator preparation. However, to our knowledge the Commission has taken no action to close any low-performing teacher preparation program over the past two decades.¹ Particularly in the current political context—in which many are calling for the elimination of any baseline teacher preparation standard or credentialing requirements at all because of the perceived ineffectiveness of teacher preparation programs—it is critical that state agencies take seriously their role in ensuring program quality. In order for a teaching credential to truly signify that a teacher has received high-quality training and is prepared to be an effective teacher, the Commission, as the gatekeeper for the profession, must take action to close low-quality teacher preparation programs.

(2) Enforce Existing Laws Intended to Ensure That All Students Are Taught by Qualified Teachers

As the state agency charged with overseeing and addressing teacher misassignments as well as granting waivers to districts of credentialing requirements, the Commission's core responsibilities include disseminating information to districts about students' rights to qualified teachers who have appropriate training and credentials, consistent with state and federal law, and enforcing those laws where applicable. In our role as co-lead counsel for the plaintiffs in *Williams v. California*, we have worked productively with the Commission on implementing the *Williams* settlement, which focused in large part on improving student access to qualified teachers, especially for English learner students. There remains much work to be done in this area, however, and we would strongly recommend that the Commission include the important work of improving student access to appropriately qualified teachers as part of its revised strategic plan.

(3) Advocate for and Implement a Comprehensive Teacher Data System

Like you, we were dismayed that Governor Brown last summer vetoed the allocation of \$2.1 million in federal funding for the development of a statewide database on teachers (CALTIDES). Such a data system would greatly aid the Commission in carrying out the two responsibilities described above. Among other things, a teacher database assigning each teacher an anonymous identifier would greatly increase the Commission's—and others'—ability to determine which teacher preparation programs are effective, where teachers are misassigned (in real time, in contrast to the current system which contains a months-long lag), and which policy investments (e.g. professional development, induction) provide the greatest returns in terms of increased student achievement. We encourage the Commission to be a strong voice for a robust student and teacher data system, and to investigate and propose creative legislative and budgetary solutions for addressing this problem.

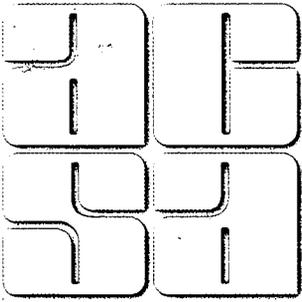
Please do not hesitate to contact us should you or your staff wish to discuss these issues at greater length. We look forward to your leadership and to working together over the coming months and years to increase California students' access to well-prepared and effective educators.

Sincerely,



Jamie Studley

¹ See, e.g., M. Dalldorf et al., *Evaluation of the Accreditation Framework Policies and Procedures*, American Institute for Research (2003), noting that since the adoption of the Accreditation Framework in 1993, no institution has been denied accreditation.



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March 1, 2012

Mary Vixie Sandy, Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Director Sandy,

Thank you for the opportunity for ACSA to provide input to the Commission and staff on the key issues we would like to see the Commission address in its upcoming Strategic Planning Session. I would like to offer the following ideas for your consideration:

1. Complete the development of the Administrative Services Credential - The development of the Administrative Services Credential has been in progress for a number of years. The Commission has worked to develop the Preliminary Credential structure; however, the standards for the credential have not been completed. More importantly, the definition of the Induction design for the Professional Clear Credential has not begun. Because of staffing shortages as well as the introduction of other priorities, we have now heard that the work on the second half of the credentialing process may not begin until 2013 or later.

The Commission needs to understand the amount of time that is needed to fully complete a credential revision. The original work on the credential began four years ago. If the remaining work does not begin for another two years and if that work takes two years, it could be eight years before the credential is even defined. Furthermore, once the credential is defined, the preparation programs must alter their programs. This also takes time. It could be as many as ten years before any changes can be made in the Administrative Services Credential.

We urge the Commission to make the completion of the Administrative Services Credential a priority and to complete the development of the credential as quickly as possible.

2. Changing nature of work calls for changes in educator preparation - It is clear that there is a change in the nature of the work in which our citizens will be asked to engage in the coming years. As we move from a manufacturing to an information society, the demands for an educated workforce will also need to change. While knowledge of content is important, the integration of knowledge, the ability to research and seek out information when needed, the development of problem solving skills and the ability to formulate alternative solutions will become more important. Credential holders must be able to move to new paradigms of instruction that cross disciplines and include more process skills. The current credential authorizations may need to be reexamined and realigned to meet these changing demands.

3. Increasing role of technology - Technology both as a teaching and management tool, as a resource to gain knowledge and as an educational delivery system are changing the nature of the how educators do their job. Preparation programs must recognize this shift.

As part of the accreditation process the CTC must both monitor and support the integration of technology into all aspects of teaching, learning and management.

4. **Merger of the academic and career vocational paths** - The "silo" approach to learning where content is divided into separate departments and disciplines and the distance that academic programs have from career vocational programs will be changing and merging over time. Both the credential authorizations and the nature of educator preparation must be reviewed to help facilitate this merger.

Key issues that we would ask the Commission to consider involve:

1. **Completing the Administrative Services Credential as quickly as possible.**

2. **Keeping educator preparation current** - The nature of information development, research, learning theory and best practices in teaching and learning are changing exponentially. How does the CTC guarantee that preparation programs are keeping abreast with these changes and integrating them into their programs?

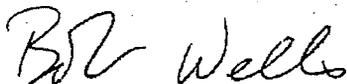
3. **Refocusing of the credential** - As workers and citizens are asked to become more global in their thinking and as the nature of work is changing very rapidly, it would be important to review the Commission's view of what the credential represents. Is the current credential structure too narrow and restrictive as the integration of learning continues to broaden?

4. **Options to preparation** - Historically, there has been one path to the acquisition of knowledge to prepare for a career as an educator. We encourage the Commission to consider multiple pathways to the acquisition of a credential with the understanding that any pathway meets adopted standards and expectations.

5. **Research into impact of preparation programs** - Accountability is an important part of a classroom, school and district. There continues to be a call for the measurement of the direct impact that the educator, processes and resources have on the performance of students. How can the Commission guarantee that the preparation of educators and the issuing of a credential have a positive impact on ability of the holder to perform his/her assigned duties?

We thank you for the opportunity to offer these issues for the consideration of the Commission as they move forward in the planning process. As always, we offer our support in any way that will facilitate the good work of the Commission. We are most appreciative of the opportunities that your staff has provided for input into the issues involved in preparation and licensing and look forward to a continued collaborative relationship.

Sincerely,



Bob Wells, Executive Director
Association of California School Administrators

BW:sc

I apologize for the delay in responding to the request for California State PTA to provide input. Here are our preliminary thoughts on the two questions posed:

1. What are the top three areas the Commission needs to address as part of its strategic plan?
 - High-quality, standards-based teaching preparation programs that ensure that all incoming teachers develop the skills, methodologies and practices needed to be successful in promoting academic achievement for all students.
 - Ensuring that our teacher credentialing programs include training in strategies for working with parents/guardians and the community to encourage their full participation in the educational process
 - Responding quickly and effectively when the safety and well-being of children are jeopardized by the actions of a teacher to protect the needs of the children

2. What key issues need to be put on the Commission's agenda?
 - it is very difficult to find credentialed teachers for our school to career or linked learning courses and we need to recruit and expedite the process for teachers in these fields so that our schools will be able to offer the courses our students need.
 - We are in a time when many young teachers cannot find jobs. What is CTC doing to help these new professionals complete or preserve their credential until such time when they will hopefully find a teaching position? The next generation of teachers is at risk.
 - What is CTC doing to ensure consistently high standards of teacher preparation across the many Institutes of Higher Education that are educating tomorrow's teachers (especially in preparing high school teachers w solid teaching techniques and strategies)?
 - Working with teacher preparation programs to ensure there is an emphasis on recruiting candidates with a willingness to work with the diverse constituencies, challenges and needs of our public schools
 - Facilitating alternative methods of certification that ensure quality of instruction by requiring applicants to meet initial competency requirements and to complete an equivalent course of teacher preparation within a specified time period
 - Increased capacities of universities to prepare sufficient numbers of certificated teachers for public schools, given the pending teacher shortage as the current cadre of teachers retire
 - Ways that the CTC can work with school districts and teacher preparation programs to encourage a stronger level of support/mentorships for beginning teachers

We look forward to ongoing opportunities to participate in this process.

Debbie Look
Vice-President, Education
California State PTA
(916) 204-2755 cell
(916) 440-1985 x. 305
education@capta.org

Dr. Margaret Olebe –

The California Professors of Education Administration (CAPEA) thank you for the opportunity to respond to the two questions posed by the Commission. We have provided our responses under each of the questions. Obviously, as an organization that prepares school leaders across the State we have couched our answers to each of the questions around how the Commission can better support leadership development across the State of California.

(1) What are the top three areas the Commission needs to address as part of its strategic plan?

Based on the 2007 Strategic Plan it appears that the Commission could continue to build on each of the six goals that were developed at that time. We would hope that Commission would focus their energies on the following three goals from the 2007 Strategic Plan:

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

Focusing on creating a leadership for learning continuum that promotes excellence across leadership preparation agencies that are focused on what school leaders need to be prepared for today and in the future.

Goal 2: Support policy development related to educator preparation, conduct, and professional growth.

Design policy and professional growth that supports a leadership for learning continuum in our State. We can set ourselves apart as a State that has developed a thoughtful pathway for development of our school/district leaders.

Goal 4: Enhance working relationships with stakeholders.

We hope that the Commission not only continues to build stakeholder relationships with each organization, but encourages cross agency collaboration that is focused less on the agencies, and more on meeting the administrative candidates professional growth needs.

(2) What key issues need to be put on the Commission's agenda?

We would like the Commission to build on the conversation that has already started around the successful design of an effective Administrative Clear Credential program. There are many questions to be considered around initial induction framework that has been presented:

- What should be an effective induction program look like?
- Who should be the coaches/mentors?
- How will coaching/mentoring be addressed in terms of issues such as social justice and technology?
- What would the training need to look like for the coaches/mentors?

What are the true capacities of leadership preparation agencies across the State? As the Commission and others rethink our current model of administrative preparation we have a real opportunity to build partnerships across agencies to successfully prepare school leaders. The Commission can help create structures that promote collaboration across agencies, which our organization believes is necessary to best support future and current school leaders. Using collective expertise across organizations creates a very different candidate than organizations that operate independent of other leadership preparation organizations.

Developing a leadership for learning continuum from pre-service administrators to administrators with a strong expertise in their positions. What are the administrators needs along the way and how as a State are we ensuring that every candidate, no matter where they are on the leadership continuum, is receiving the support and professional development they need to effectively lead schools/districts for the children of California.

Thank you again for the opportunity to provide our voice to your work in the Commission. It speaks volumes to the work being done in the Commission that multiple stakeholder voices are being heard.

Sincerely,

Christopher N. Thomas, Ph.D.
President CAPEA

Christopher N. Thomas, Ph.D.
Assistant Professor & Department Chair
Department of Leadership Studies
Director & Field Supervisor
Administrative Services Credential
University of San Francisco
(415) 422-2042

It is imperative that we maintain hope even when the harshness of reality may suggest the opposite.
-Paulo Freire

Change is not accomplished by peeling off superficial layers when the causes are rooted in the heart of an organism.
-Martin Luther King, Jr.



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March 2, 2012

Executive Director Mary Vixie Sandy
Commission on Teacher Credentialing
1900 Capital Avenue
Sacramento, California 95811

Dear Executive Director Sandy:

Thank you for your letter of February 2 asking the University of California to provide input into the California Commission on Teacher Credentialing (CTC) strategic planning process. The University of California (UC) is committed to working with CTC to support the development of high-quality educators to meet the needs of all students, particularly those who have been traditionally underserved in our educational system. We believe the CTC strategic planning process is timely and provides an opportunity to examine what we have all learned in the past four years in our preparation of K-12 educators.

The following responses are based on this premise that the primary purpose of CTC is to set quality standards for the preparation of educators; i.e., teachers, administrators, and specialists; to ensure and support high-quality educator preparation programs, to facilitate entry of high-quality educators into the profession and schools, and to provide high-quality service to credential holders and preparation programs.

What are the top three areas the Commission needs to address as part of its strategic plan?

1) Develop an Effective, Essential System for Educator Preparation

The current credentialing regulations are burdensome and at times do not contribute to improving the quality of professional educator programs or to encouraging more people to enter the teaching profession. The program requirements have become too numerous, and the current standards too detailed—to the point that many institutions are not equipped or motivated to offer programs, e.g., the subject matter programs. Furthermore, the level of detail in some standards are beyond the scope of what can be accomplished in a year of educator preparation, creating a situation that is not conducive to learning about or engaging in reflective practice on the part of developing educators. At times, it is negatively affecting the quality of programs and instruction.

We recommend that the CTC review the big picture around a system for developing educators in our current context. The process should include a review of current standards, with active stakeholder input, paying particular attention to reducing the level of detail, and more closely examining what is essential for developing educators at each level of the preparation process, pre-service and induction. This review should also consider the barriers to attracting and retaining qualified educators, and especially new teachers.

2) Communications between CTC and Stakeholders

We appreciate the myriad opportunities CTC provides for stakeholders to provide input on policy and program issues, e.g., advisory panels, CTC meetings, stakeholder groups, etc. The CTC staff have occasionally been overly prominent and directive during these meetings and the opportunities for input are often limited to responding to already formulated policies/programs and have diminished the opportunity to take full advantage of the expertise of participants to inform the development and direction of the policies/programs. Additionally, research that is sometimes available is not always used to inform these stakeholder conversations or to provide a common foundation for the participants.

We recommend that input from experts and stakeholders be solicited before meetings in order to inform the structure and substance of the meetings, as well as the policy and program options related to topics being covered. In addition, CTC should examine the role of staff in stakeholder meetings to ensure they play a supportive and facilitative role to elicit the best thinking of the participants, and that they understand and consider the various priorities, goals, and knowledge base of the various participant groups in making final recommendations. Finally, research findings should be used strategically to inform the participants and to ensure everyone has the requisite knowledge base to engage in the topics being addressed.

3) Improving the Accreditation Process

The current accreditation process is limited in its capacity to support, build, and sustain quality educator preparation programs. It is extremely costly, which is particularly problematic during these difficult budget times, and it diverts significant staff and faculty time from core instructional and preparation activities. There are also numerous experiences to indicate that the accreditation system is implemented in haphazard ways on the part of CTC staff. While we recognize the system is new and kinks need working out, particular attention should be paid to feedback on the process. In addition, the process does not capture the lessons of high-quality program practices nor does it provide a mechanism for sharing effective practices with the field. This is evident in the kinds of questions visiting teams have asked and the lack of organization, such as many lost documents and requests to programs to submit documents multiple times, the interpersonal skills of some staff, requests for documents that are not relevant to the programs, and viewing programs through a

Executive Director Mary Vixie Sandy

March 2, 2012

Page 3

framework that may not fit the program rather than examining the ways in which programs are meeting the standards in innovative ways.

We recommend that the CTC consider examining the accreditation process through the lens of program improvement, excellence, and innovation, not simply compliance. This should include the ways in which the staff interacts with programs and shifting from a top down model to a collegial professional review.

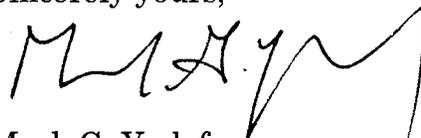
What key issues need to be put on the Commission's agenda?

- 1) Subject Matter Programs – consider streamlining or reducing the detail.
- 2) Utilizing and Conducting Research – consider engaging the work of expert researchers to inform the work of the CTC. Ensure the quality of research and reports through an outside review process before they are made public.
- 3) Purpose of CTC – identify the primary purpose of CTC and focus on how to effectively serve and support all preparation institutions while recognizing and learning from the differences.
- 4) Policy – create a more transparent, timely, publicized process to seek input on legislation that CTC is proposing/supporting/opposing.
- 5) Induction Programs – review in light of program improvement focus, and revisit what is feasible for new teachers to engage in at each tier of the two-tier process.
- 6) Presentations at Commission Meetings – consider including presentations about innovative practices in educator preparation programs at CTC meetings. Seek input on these presentations from stakeholders.

I appreciate your offering us the opportunity to share UC's perspectives and contribute to the CTC strategic planning process.

With best wishes, I am,

Sincerely yours,



Mark G. Yudof
President

cc: Provost Pitts
Vice Provost Rumberger
Senior Director Moore
Director Sloan

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR



BAKERSFIELD

February 24, 2012

CHANNEL ISLANDS

Ms. Mary Sandy
Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

CHICO

DOMINGUEZ HILLS

EAST BAY

Dear Ms. Sandy:

FRESNO

We appreciate being able to provide input to the Commission's important strategic planning process. Some of the areas and issues we consider to be of highest priority for this task are below.

FULLERTON

HUMBOLDT

- Ongoing preparation of California's teacher workforce in current areas, with particular attention to re-establishing the professional development growth requirements for credential renewal
- Credentialing standards, including alignment with the planned new NCATE/CAEP standards, including those pertaining to (a) clinical placements; (b) technology; and (c) program and candidate assessment, including appropriate uses of value-added measures
- The credential structure and design, including the potential to add new categories that address developmentally-based approaches in such areas as early childhood and middle grade education, and interdisciplinary credentials, in, for example, science, technology, engineering, and technology (STEM) and integrated college and career education

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

Addressing these issues in the development of a new strategic plan will provide focus and a basis for ongoing improvement across programs of teacher education.

SACRAMENTO

SAN BERNARDINO

Please contact Dr. Beverly Young, Assistant Vice Chancellor for Academic Affairs, at byoung@calstate.edu should you need additional information.

SAN DIEGO

With kind regards,

SAN FRANCISCO

Sincerely,

SAN JOSÉ

SAN LUIS OBISPO

Charles B. Reed
Chancellor

SAN MARCOS

CBR/bly

SONOMA

c: Beverly L. Young, Assistant Vice Chancellor, Academic Affairs

STANISLAUS



California Council on Teacher Education

February 20, 2012

Mary Vixie Sandy
Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Dear Mary,

The California Council on Teacher Education (CCTE) greatly appreciates your invitation to contribute issues and ideas for consideration by the Commission on Teacher Credentialing (CTC) as part of the agency's strategic planning. We welcome the opportunity to collaborate and support the Commission in these planning efforts and it would be our pleasure to make a representative from CCTE available for participation and consultation as appropriate in the process. In addition to the initial issues and ideas offered below, please let us know how we can be involved throughout the planning effort.

In response to your request, we suggest the following three areas as a focus for CTC's strategic planning:

First, continue to make the shift from simple accountability to professional responsibility through the accreditation process. This will involve: (a) Implications for the professional development of BIR members' and PSD staff knowledge and skills; (b) As the accreditation system becomes familiar, deepen the conversations around data and continuous improvement at the site and system level, taking things beyond simple compliance to the implementation of authentic assessment at all levels; (c) Share the ongoing meta-analysis of the system with the field, so that the profession is evaluating itself, to promote a culture of engagement and peer review; and (d) Streamline the system while keeping professionalization intact and supporting innovation.

Second, proactively link with other state agencies and offices to build awareness, to identify and use research, and to make educator preparation a statewide effort.

Third, for candidate performance assessment, design a system, useable by small and large programs, that employs a menu of multiple measures to look at teaching quality, including what our candidates do several years out, and how their students learn. As part of this effort, anticipate and engage proactively in the national agenda on the issue of linking educator preparation programs to student performance in K-12.

With respect to your request for ideas for the CTC Agenda, we suggest the following: (1) Refining the induction process in California to continue to align BTSA and IHE programs and to continue to align the TPAs with BTSA. (2) Refining assessment of candidate performance so that there is more standardization in order to have predictable results and ensure reliability across institutions, including developing a system for analyzing results so that the answer to the question "does a candidate's score profile say much about how they're going to teach?" is yes. (3) Address the one-year cap for teacher preparation programs. (4) Assure that there is a realistic financial plan for supporting the assessment system. (5) Support small institutions through collaborations in areas like assessment, especially when they don't have the economy of scale to meet standards in the way large institutions can.

Again, we thank you for this opportunity for input and we look forward to working with you and the Commission as you move forward.

With best wishes,

A handwritten signature in black ink that reads "Magaly Lavadenz".

Magaly Lavadenz
President, CCTE.

cc: Margaret Olebe.

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Magaly Lavadenz
Loyola Marymount University

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Ms. Sue Stickel
Sacramento County

Personnel and Administration (PASSCo)
Ms. Christin Newlon
San Luis Obispo County

Student Programs and Services (SPSSC)
Mr. Rick Martin
Orange County

Technology and Telecommunications (TTSC)
Mr. Richard Quinones
Los Angeles County

March 1, 2012

Mary Vixie Sandy
Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Dear Ms. Sandy:

On behalf of the California County Superintendents Educational Services Association (CCSESA), I am responding to your invitation to identify issues we believe the Commission on Teacher Credentialing should discuss as part of your strategic planning process. We greatly appreciate your asking for our input and have endeavored to solicit input from around the state. We look forward to working with you on an ongoing basis to help you share information and facilitate discussions around the many important issues on the Commission's agenda.

As you are aware, California's fifty-eight County Superintendents of Schools and their respective county offices of education support the financial and academic work of every district and school in the state. We believe CCSESA provides a rich mechanism for the CTC to engage in conversations with superintendents, curriculum and instruction leaders, and human resources leaders from every part of this diverse state. We have appreciated your outreach to the CCSESA Personnel Administrative Services Steering Committee and are committed to further strengthening our working relationship.

As an overview to our recommendations for CTC's strategic planning process, we would like to emphasize the importance across the issues of creating a vision of a coherent system where training programs, induction and support programs, and employers and evaluation activities are aligned. There is clearly a shared interest in strengthening relationships between the candidate, the employer, and preparation programs at each tier of educator preparation and during ongoing professional growth. Fostering these connections must be foundational to the accreditation process.

As identified in the information you shared with your letter, the current mission of the Commission on Teacher Credentialing "is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools." We believe the Commission's current mission statement is clear and appropriate. We believe that three key areas the Commission's strategic plan needs to address can be found within that core mission.

GS 2I-27 April 2012



1. The Commission should identify ways to streamline the preparation process, avoid the proliferation of credentials, and embed authorizations within credentials. There is excessive fragmentation in the credentialing system, which increases local costs and restricts the flexibility to best serve students and make the most effective use of staff.
2. **Strengthening Preparation Programs:** The Commission should include a developmentally appropriate determination of candidate competence (including dispositions for work in public schools) at each tier of preparation for all educators—teachers, service providers, and administrators. The Commission should identify ways to assure that candidates unlikely to be successful educators receive early counseling to assist them seek other career choices. Preparation programs should ensure that candidates are taught to utilize effective instructional strategies across disciplines. The accreditation system should ensure that each candidate’s master teachers and field supervisors hold appropriate California authorizations or have equivalent professional background and experience. The Commission should continue to support alternative methods of certification and explore a residency approach to educator training that will build added integrity into the preparation process.
3. **Professional Growth:** The Commission should work with stakeholders to support induction programs for teachers and administrators, such as the BTSA program. These must include a strong evaluative component to ensure that teacher and administrator candidates who show little promise receive early counseling to assist them in other career choices. The Commission should identify ways to increase advanced subject matter specific pedagogical knowledge at this stage and include coaching about important areas such as professional affect and behavior management during BTSA Induction. A well-crafted induction program that clears the credential can also be an effective venue for job-embedded, non-duplicative learning during the first years of teaching or as an administrator.

Two issues that CCSESA believes should be a high priority on the CTC agenda are:

1. **Special education:** special education staffing shortages and credentialing requirements need to be addressed, particularly in view of initiatives such as Response to Intervention that are designed to help break down the barriers between special education and “regular” education. Providing students with important programs such as speech and language services has become increasingly expensive to schools due to ongoing staffing shortages.



2. **Conduct:** The Commission should clearly define and publicize its criteria for misconduct and ensure a quick resolution of educator discipline issues while protecting the due process rights of the accused. The Commission should identify ways to better communicate with employers at each step of the discipline process while protecting the confidentiality of the accused. Given recent events in this area, the Commission should consider empanelling an official group including stakeholders and members of the public to review best practices among other licensing boards in and outside of California.

Please contact me if we can provide more information about any of these suggestions. We know that your invitation to identify key issues is just part of your process to review and agree upon strategic priorities for the future. We look forward to working with you in that effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Birdsall", written in a cursive style.

Peter Birdsall
Executive Director

California Teachers Association ~ Key Issues

The CCTC worked on a strategic plan at California UC Davis today March 7, 2012. CTA Members, Harold Acord, Chair and Danette Brown, Vice Chair of the Credentials and Professional Development Committee are pictured here discussing key issues from teachers of the state council committee of credentials and professional development, these included:

Teacher Pipeline

- How do we encourage new candidates while maintaining rigor?

Special Education

- How do we create an expedited/alternate pathway for autism authorization for experienced teachers?

Induction

- Reconsider joint programs between university and district
- Emphasis teaching as a profession

CTA - Top three (3) areas to be included in Strategic Plan

1. Make sure stakeholders have a regular and consistent voice regarding the impact of policy on the field and revisit policy as needed (ongoing assessment)
2. Continue to streamline the process for educator discipline while ensuring due process.
3. Support educators at all career stages in quality professional development. (not a return to the 150 hour requirement)

APPENDIX B: Summary Results of Strategic Plan Individual Stakeholder Surveys - Part I

Response options 1-4; 1= Unsatisfactory and 4= Highly Satisfactory

	Mean score for	
	Current Level of Effectiveness	Importance of this activity for 2012 and beyond
1. Commission meetings, including agendas, and minutes, are accessible to interested parties through electronic means.	3.32	3.48
2. Commission's public meetings are consistently well-run.	3.18	3.58
3. Commission meetings focus on important issues relating to credentialing policy.	3.18	3.64
4. The Commission's on-line certification system is clear and easy to use.	3.04	3.76
5. The Commission's website provides easy access to important information.	2.83	3.76
6. The Commission develops and adopts relevant standards for educator preparation programs that are responsive to the needs of schools.	2.82	3.66
7. The Commission implements policies that provide an appropriate variety of pathways to prepare professional educators for California's schools.	2.87	3.54
8. The Commission's policies ensure that all routes to a credential adequately prepare educators to serve in California's schools.	2.68	3.68
9. The Commission's accreditation system is effective in ensuring quality in educator preparation.	2.73	3.61
10. The Commission's examination system ensures that candidates possess knowledge essential for working in the public schools.	2.76	3.50
11. The Commission's policies regarding implementation of Teaching Performance Assessments ensure that graduates are prepared to teach in public schools.	2.72	3.40
12. The Commission's policies ensure that teaching performance assessment data are used to provide important insights into the quality and performance of educator preparation programs.	2.58	3.30
13. The Commission implements an alternative certification (intern) system (preparation, credentialing, grants, support) that serves to increase the diversity of the teacher workforce.	2.81	3.36
14. The Commission's policies regarding new teacher induction ensure that all new teachers receive appropriate support and guidance as they enter the teaching profession.	2.72	3.57
15. The agency implements an induction/clear credential system that results in a well qualified permanent teaching force.	2.79	3.61
16. The Commission adequately conducts background checks and fitness reviews of prospective educators.	3.16	3.74
17. The Commission is timely in monitoring the fitness-related conduct of credential holders.	2.50	3.63

18. The Commission appropriately imposes credential discipline.	2.72	3.66
19. The Commission effectively monitors credentialed educators and applicants in support of safety in the public schools.	2.69	3.67
20. The Commission effectively uses technology for processing credential applications (online applications/renewals).	3.29	3.75
21. The agency has regularly available information services – e-mail and telephone - that meet the needs of a variety of groups (e.g. general public, prospective candidates, credential analysts, etc.)	2.54	3.62
22. The Commission provides adequate technical assistance to support credential analysts in local education agencies and institutions of higher education charged with reviewing applications and recommending candidates for a credential.	2.71	3.64
23. The Commission and its staff monitor assignments of credentialed personnel effectively.	2.73	3.52
24. The agency responds accurately and effectively to employer needs in a timely manner.	2.58	3.62

APPENDIX C

Strategic Plan – Vision, Mission, Goals and Objectives (Adopted 2007, amended 3/12)

Vision: Ensuring high quality educators for California’s diverse students, schools and communities.

Mission: The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California’s public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

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

Objectives:

- Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs
- Grant credentials, certificates and permits as set out in regulation and statute
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Conduct, monitor and evaluate the programs and systems it operates to maintain quality and assure their alignment with each other and other state systems

Goal 2: Support policy development related to educator preparation, conduct and professional growth

Objectives:

- Inform key legislators and policy makers on issues and ideas relevant to the Commission’s scope of action
- Provide and report information to the legislature, stakeholders and other state agencies
- Propose new legislation
- Collaborate with and advise appropriate agencies
- Maintain and explore high quality routes for educator preparation

Goal 3: Provide quality customer service

Objectives:

- Provide services tailored to specifically defined customer needs and groups
- Provide current and consistent information
- Provide timely, accurate and responsive processing of credential applications, disciplinary cases and professional program reviews
- Use technological innovation to improve customer access to information and services

Goal 4: Enhance working relationships with stakeholders

Objectives:

- Maintain contacts with and respond respectfully to a diverse customer base
- Collaborate with stakeholders to develop and implement Commission policies
- Publicize the Commission’s purposes, activities and accomplishments

Goal 5: Engage in evaluation, assessment and research studies that inform the Commission's work

- Track current trends and research in educator preparation and certification
- Utilize measurement studies to facilitate its work
- Regularly evaluate the effectiveness of Commission programs and policies
- Engage in, promote and participate in research activities related to the Commission's mission
- Use data collection and analysis to report on and improve the Commission's work

Goal 6: Maximize the effectiveness of the agency and its staff through the optimal use of technology, ongoing staff development and maintenance of a positive work environment

Objectives:

- Use technologies to support both ongoing operations and innovations designed to increase efficiency
- Communicate effectively to share information and increase productivity
- Conduct periodic review of the efficiency of the day-to-day operation and financial accountability of the Commission
- Implement, monitor and report on the outcomes of new program initiatives
- Maintain and explore high quality routes for educator preparation
- Offer staff opportunities for training and growth to maximize professional quality, and job satisfaction

Goal 7: Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.

Objectives:

- Establish and maintain an effective program for professional discipline.
- Update and optimize discipline related data systems, equipment, and software.
- Introduce new policies, any needed legislation, and update regulations to more effectively conduct discipline activities.
- Identify and obtain the resources needed to implement objectives.
- Engage in outreach to inform educators and the public about educator discipline.