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# 1H

## Action

### *General Session*

## **Strategic Plan Development: Amended Vision, Mission, Values and Goals**

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**Executive Summary:** This agenda item updates the vision, mission, values and goals adopted by the Commission in June 2012 and provides a proposed work plan aligned with these goals.

**Policy Question:** Do the vision, mission, values, goals and proposed work plan reflect the Commission's priorities for the future?

**Recommended Action:** That the Commission adopt proposed amendments to the strategic plan.

**Presenter:** Mary Vixie Sandy, Executive Director

**Strategic Plan Goal: 2**

**Support policy development related to educator preparation, conduct and professional growth**

August 2012

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# Strategic Plan Development: Amended Vision, Mission, Values and Goals

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## Introduction

Following several months of engagement with the public and its stakeholders, the Commission adopted a strategic plan in June 2012. Commissioners called for a few minor edits to the text of the plan, which are included in Appendix A of this item for review and adoption. Appendix B includes a proposed set of activities for 2012-13 which are aligned with these goals.

In this era of reduced resources and fiscal constraints, the Commission chooses to focus on high priority key leverage points where policy development, standards development, and implementation activities can most directly improve K-12 student achievement. In the interest of full transparency to our stakeholders and public, the Commission wants to make clear its rationale for the work plan proposed for 2012-13 and demonstrate how all elements of the plan respond to the Commission's priorities.

For fiscal year 2012-13, these priorities are:

- A. Improvements in policy and practice that address the preparation of teachers who are effective instructors from the very first day in the classroom. Sample related work plan items:
  - a) Complete the work of the Teacher Preparation Advisory Panel (TAP) and, in addition, review and respond to recommendations for improvement in educator preparation from the Educator Excellence Task Force;
  - b) Align the Commission's standards and examinations with the Common Core State Standards; and
  - c) Streamline and increase the effectiveness of the accreditation system in focusing on candidate outcomes across all educator preparation programs.
  
- B. An emphasis on the primacy of the role of the school administrator as an instructional leader capable of providing focused and timely feedback to teachers about their instruction with K-12 students, and increased support for preparation of administrative services candidates specifically for that role. Sample related work plan items:
  - a) Revise requirements, standards and assessments for the administrative services credential; and
  - b) Develop an induction program for school administrators.
  
- C. A focus on the importance of performance assessments that document to employers, parents, and community members that teachers and administrators are qualified and capable for their job roles from the moment they are hired. Sample related work plan items:
  - a) Improvements to the statewide implementation of the Teaching Performance Assessment (TPA); and
  - b) Consideration of the development of a performance assessment for all preliminary administrative services credential candidates.

- D. Continued improvements in application processing and in candidate and stakeholder communications in order to assure an adequate supply of qualified educators for service in the public schools. Sample related work plan items:
  - a) Maintain a minimum 50-day mandate for processing applications and strive to improve the response time for email communication;
  - b) Maintain and enhance the technology that supports the receipt and processing of credential and assignment data; and
  - c) Work with stakeholders to improve the communication of technical information
  
- E. Continued improvements in efficiencies within the Division of Professional Practices to assure the integrity of the state's educator work force. Sample related work plan items:
  - a) Eliminate redundancies and bottlenecks in internal DPP processes and assure that staff are appropriately trained for their responsibilities; and
  - b) Adapt the Commission's data system to adequately track intake, assignment, investigation, probable cause determinations, formal discipline, and probation.
  
- F. Contribute to public discourse and legislative policy about educator, program, and discipline quality and effectiveness. Sample related work plan items:
  - a) Increase visibility of the Commission's activities and accomplishments while also enhancing the Commission's reputation as the go-to agency for information, analysis and best practices regarding educator preparation; and
  - b) Introduce new policies, legislation, and updated regulations as needed to more effectively conduct educator preparation, certification, development, and discipline.
  
- G. Continued improvements in efficiencies within the operations of the Commission. Sample related work plan items:
  - a) Grow a culture of exceptional service, including motivating staff and supporting a positive work environment;
  - b) Use technology more effectively to improve access to information, support internal operations and increase access to data for decision making; and
  - c) Work with state control agencies to identify and obtain the resources needed to implement Commission mandates, goals and objectives.

**All of the work described in the attached work plan is consistent with carrying out these priorities; work that is not directly related to these priorities has been postponed.** Agenda items presented during 2012-13 will be both anchored in the framework provided by the Commission's priorities and directly related to implementing these priorities. Agenda items will serve to move the Commission's work forward through increasing the Commission's effectiveness in providing statewide leadership in the preparation of high quality educators for California public schools.

## Appendix A

### Vision, Mission, and Goals Commission on Teacher Credentialing

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#### **Vision**

All of California's diverse P-12 learners are inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.

~~A high quality, well-prepared education workforce able to inspire and prepare California learners to achieve their highest potential.~~

#### **Mission**

To inspire, educate and protect the students of California.

~~To ensure integrity, relevance, and high quality in the preparation, certification, development, and discipline of the educators who serve California's diverse P-12 learners.~~

#### **Values**

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

- ❖ We recognize and promote excellence in the preparation and practice of California's education workforce.
- ❖ We value and promote equity, quality, inclusiveness and diversity in standards, programs, practices, people and the workplace.
- ❖ We value dedication and commitment to the education and welfare of California's diverse learners.
- ❖ We value the voices, ideas and understanding of our partners, stakeholders and employees.
- ❖ We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.

#### **Multi-year goals**

##### *I. Educator Quality*

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21<sup>st</sup> century teaching and learning.
- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.
- d) Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.
- e) Continue to emphasize teaching as a profession and encourage highly talented individuals to enter the education profession.

## *II. Program Quality and Accountability*

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

## *III. Communication and Engagement*

- a) Maintain and strengthen working relationships with the Commission's diverse stakeholder community.
- b) Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.
- c) Contribute to public discourse and inform public opinion about educator, program, and discipline quality and effectiveness.
- d) Partner with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce.
- e) Advise the Governor, Legislature, and other policy makers as appropriate regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.
- f) Collaborate with other government agencies at the local, state, and national levels in support of coherent and effective education policy.

## *IV. Operational Effectiveness*

- a) Maintain a workplace environment and culture that inspires, supports and values employees.
- b) Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize professional engagement and performance.
- c) Demonstrate professionalism and accountability for high standards of practice in all Commission operations.

- d) Maintain a clear and accessible web presence that enables ease of access to information about requirements and best practices in certification, accreditation, educator discipline, and other areas of Commission responsibility.
- e) Maintain appropriate response times for processing applications, investigating allegations of misconduct, monitoring conditions of Settlement Agreements, and answering inquiries from the field.
- f) Maintain a culture of continuous improvement by periodically reviewing agency capacity to achieve Commission goals for educator workforce quality, preparation, certification, and discipline.
- g) Ensure that current regulations, procedures, and initiatives are appropriately streamlined and moving the Commission closer to meeting established goals.

## Appendix B

### Proposed Workplan for 2012-13

The following table lists specific projects that are proposed for the 2012-13 year, resources permitting. This is not an exhaustive list of proposed activities, and will be amended and shaped as the year unfolds and in response to Commission direction.

DIVISION/GOAL	GOAL
<b>A. PROFESSIONAL SERVICES DIVISION (PSD)</b>	
1. Complete TAP panel work and bring recommendations for needed changes in the preparation and licensure of Multiple and Single Subject teachers to the Commission for consideration and action.	I (a)
2. Present recommendations from the Educator Excellence Task Force to the Commission for consideration, analysis, and determination of next steps.	II (c)
3. Streamline and increase the effectiveness of the accreditation system.	II (b)
4. Develop and pilot survey instruments for candidates, graduates, and employers that shed light on preparation for service in the public schools.	II (b)
5. Work toward establishing consistency in scoring of performance assessments and utilization of data from these assessments to inform accreditation decisions.	I (b)
6. Align Commission standards and examinations with the Common Core State Standards.	II (a)
7. Complete implementation of the Single Subject World Language in English Language Development credential and other Commission actions related to teaching English learners.	II (a)
8. Launch process to revise standards and assessments for the Preliminary and Professional Administrative Services Credentials.	II (a)
9. Partner with stakeholders to strengthen and maintain induction programs in all credential areas that include a second tier of field based preparation for credentialing purposes.	I (b)

<b>DIVISION/GOAL</b>	<b>GOAL</b>
<b>B. CERTIFICATION, ASSIGNMENT AND WAIVERS DIVISION (CAW)</b>	
1. Maintain, at minimum, the 50-day mandate for processing applications and strive to improve the response time or email communication.	I (c)
2. Implement an internal paperless credential application process through upfront scanning of all documents.	I (c)
3. Maintain performance expectations for the division and manage staff and workload for achievement of expectations.	I (c)
4. Maintain and enhance the technology that supports the receipt and processing of credential and assignment data.	I (c)
5. Develop policies and procedures and communicate technical information to stakeholders in an efficient and effective manner.	III (d)
6. Collaborate with stakeholders on the creation and development of systems that improve the communication of technical information.	III (a)
7. Train internal and external stakeholders on changes to credential processing and assignment monitoring procedures and ensure processes that result in consistent and accurate responses.	I (c)
<b>C. DIVISION OF PROFESSIONAL PRACTICES (DPP)</b>	
1. Evaluate and assess the internal procedures used in DPP to identify areas where improvements can be made and eliminate redundancies and bottlenecks in the process.	I (d)
1. Ensure that all DPP staff have current, written procedures for handling common tasks. Update all procedures and provide training as new processes are developed.	I (d)
2. Establish performance expectations for the division and manage discipline case activities for achievement of expectations.	I (d)
3. Adapt the Commission's data system to adequately track intake, assignment, investigation, probable cause determinations, formal discipline, and probation.	I (d)
4. Systematically collect and utilize data from investigations of misconduct as a source of information about the quality of the Commission's discipline program.	I (d)
5. Enhance the Commission's data system to adequately control, document and ensure separation of duties.	I (d)

<b>DIVISION/GOAL</b>	<b>GOAL</b>
<b>D. COMMUNICATION AND ENGAGEMENT</b>	
1. Increase visibility of the Commission's activities and accomplishments.	III (c)
2. Enhance the Commission's reputation as the go-to agency for information, analysis and best practices regarding educator preparation, certification, development, and discipline.	III (e)
3. Introduce new policies, legislation, and update regulations as needed to more effectively conduct educator preparation, assessment, certification and discipline activities.	III (f)
<b>E. OPERATIONAL EFFECTIVENESS</b>	
1. Grow a culture of exceptional service.	IV (a)
2. Develop and strengthen management ability to motivate staff and support a positive work environment.	IV (a)
3. Through technological and other means, improve access to information and services.	IV (d)
4. Improve website and ensure that through all media, current and consistent information is provided in a timely manner.	IV (d)
5. Shorten response times for questions from the field.	IV (e)
6. Utilize data to make decisions that improve certification, accreditation, and discipline case monitoring activities.	IV (c)
7. Track and prepare monthly workload and oversight reports.	IV (c)
8. Use technologies to support operations and innovations designed to increase efficiency.	IV (c)
9. Allocate resources to maximize agency effectiveness in carrying out its mission.	IV (b)
10. Work with State control agencies to identify and obtain the resources needed to implement Commission mandates, goals and objectives.	IV (f)