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Information

General Session

Commission on Teacher Credentialing Priorities for 2019

Executive Summary: The Commission Policy Manual requires the Executive Director to establish annual goals and submit them to the Commission at the first meeting of each calendar year.

Recommended Action: For information only

Presenter: Mary Vixie Sandy, Executive Director

Strategic Plan Goal

III. Communication and Engagement

- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

February 2019

Commission on Teacher Credentialing Priorities for 2019

Introduction

The Commission's Policy Manual requires the Executive Director to present annual goals to the Commission at the first meeting of the calendar year. This item provides an update on the ongoing work of the agency, lists specific milestones for this year related to ongoing projects, and identifies new priority projects that will be taken up in 2019. This high level "workplan" is organized around the Commission's strategic plan, which was adopted in 2014 and establishes broad, multi-year goals for the agency.

Overview

The ongoing work listed in Column 1 of the chart below absorbs the vast majority of the agency's time and resources, and focuses primarily on the work of our three programmatic divisions - Professional Services, Certification, and Professional Practices. The Commission has undertaken a number of initiatives in the last seven years to update and increase efficiency in all areas of the agency's work and to increase access and efficiency for the Commission's "clients" and stakeholders. Column 2 of the table below identifies milestones we expect to reach on a number of ongoing projects that have been initiated in recent years. These include:

- Implementation of the updated accreditation system;
- Credentialing in career technical education;
- Development of performance assessments;
- Improving assignment monitoring;
- Review of the RICA Examination;
- Development of Pupil Personnel Services Credential Standards;
- Education Specialist credential restructuring;
- Development of early childhood education standards and requirements; and
- Operational effectiveness across the board.

A significant portion of staff time and resources not otherwise devoted to ongoing workload will be dedicated to continuing implementation of these initiatives. New priority areas of work that will be initiated in 2019 include the following, as indicated in Column 3 of the table below:

- Development of new credentials in Theater and Dance;
- Review of the subject matter testing system;
- Development of a new Teaching Performance Assessment in Special Education;
- Piloting a process for recognizing exemplary programs; and
- Working with the Attorney General's Office and stakeholders to restructure the Commission's educator discipline process.

Next Steps

These goals are presented for Commission information and discussion. Commission staff will provide regular updates on all work undertaken at the agency at future Commission meetings.

CATEGORY I: EDUCATOR QUALITY

Strategic Plan Goals (Adopted December 2014)

- a) Maintain expectations for educator preparedness and performance that are responsive to the needs of California’s diverse student population and promote 21st century teaching and learning.
- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.
- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.
- d) Effectively, efficiently, and fairly monitor the fitness of all applicants and credential holders to work with California students.
- e) Continue to emphasize teaching as a valued profession and facilitate entry of highly talented individuals into the education profession.

Ongoing Systems Workload	2019 Milestones for Ongoing Projects	New Priority Projects for 2019
<ul style="list-style-type: none"> • Review and approve all examination and performance assessments annual scheduling, and website information, and update information as needed. • Review examination and performance assessments data prior to and after each administration and monitor examinations contractor performance. • Develop and/or amend contracts for examinations and performance assessments as needed. • Manage the distribution, oversight and documentation of funds for all grant programs. • Monitor the seven single district counties and work with the 51 county offices to complete annual assignment monitoring requirements. 	<ol style="list-style-type: none"> 1. Work with the California Department of Education and WestEd to complete a comprehensive review of career technical education (CTE) in California and identify needed modifications to improve preparation of teachers and administrators for CTE classrooms in California. 2. Set a passing score standard for the CalTPA and launch local scoring options for both the CalTPA and the CalAPA. 3. Complete the first year of non-consequential implementation of the CalAPA and set a passing score standard. 4. Address how concurrent bilingual credential candidates interact with the TPA. 5. Complete the TPA Comparability Study and present the findings to the Commission. 	<ol style="list-style-type: none"> 8. Develop the subject matter requirements for the Theatre and Dance credentials. 9. Identify appropriate, equivalent options for prospective teacher candidates to demonstrate subject matter competence through program completion and subject matter testing; engage in the legislative process as necessary to update this set of credential requirements. 10. Initiate the process to begin planning for and developing a Teaching Performance Assessment for the Education Specialist Credential.

	<p>6. Complete the development and implementation of the California Statewide Assignment Accountability System to automate assignment monitoring and provide oversight on educator assignments.</p> <p>7. Complete the work to identify the key knowledge and skills related to literacy that all prospective teachers need to have and work with the Legislature to update the statute regarding RICA.</p>	
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CATEGORY II: PROGRAM QUALITY AND ACCOUNTABILITY

Strategic Plan Goals (Adopted December 2014)

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

Ongoing Systems Workload	2019 Milestones for Ongoing Projects	New Priority Projects for 2019
<ul style="list-style-type: none"> • Prepare for and conduct Accreditation site visits—2018-19: 35 visits; 2019-20: 33 visits. • Prepare the agenda for and conduct six to seven Committee on Accreditation meetings per year. 	<p>1. Adopt revised Standards and Performance Expectations for the Pupil Personnel Services Credentials and initiate the transition process for programs to meet the new standards.</p>	<p>7. Expand the use of data within the accreditation system.</p> <p>8. Pilot and implement a process for recognizing exemplary programs within the accreditation system.</p>

<ul style="list-style-type: none"> • Prepare for and conduct “Accreditation 101” meetings two to three times per year. • Prepare for and conduct the Board of Institutional Reviewers (BIR) Training three times per year. • Coordinate procedures and visits with National Accreditors such as CAEP, NASP, and ASHA, as applicable. • Implement annual program and candidate surveys; develop, present, and distribute reports to institutions; and work with BIR members to effectively apply survey findings during accreditation site visits. • Update Dashboards with recent year data. 	<ol style="list-style-type: none"> 2. Update the authorization for the new Special Education credentials and initiate the Title 5 regulatory process reflecting credential changes. 3. Adopt Guidelines and Performance Expectations for the preparation of the Early Childhood Education workforce and complete revisions to the structure of and requirements for earning the Child Development Permit. 4. Develop Teaching Performance Expectations and subject matter requirements for the new Theatre and Dance Credentials. 5. Develop and publish additional data dashboards as needed. 6. Implement updated and additional surveys as needed to support Commission priorities and continue to focus on the use of data in the accreditation system. 	<ol style="list-style-type: none"> 9.
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CATEGORY III: COMMUNICATION AND ENGAGEMENT

Strategic Plan Goals (Adopted December 2014)

- a) Maintain and strengthen working relationships with the Commission’s diverse stakeholder community.
- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission’s duties, roles and responsibilities.
- c) Contribute to public discourse and inform public opinion about educator, program, and discipline quality and effectiveness.
- d) Consult with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce.
- e) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

- f) Collaborate with other government agencies at the local, state, and national levels in support of coherent and effective education policy.
- g) Maintain a clear and accessible web presence for ease of access to information about requirements and best practices in certification, accreditation, educator discipline, and other areas of Commission responsibility.

Ongoing Systems Workload	2019 Milestones for Ongoing Projects	New Priority Projects for 2019
<ul style="list-style-type: none"> • Respond to communications and technical assistance requests from educators, applicants, school, district and county office personnel, and institution of higher education credential analysts. • Respond to nearly 20,000 phone calls annually in the Certification Division. • Respond to more than 93,000 information services emails annually in the Certification Division. • Respond to requests from the Governor’s office, the Legislature, and a variety of state control agencies. • Maintain and update resources for the public, including credential leaflets and guidance documents on the website and the Credential Information Guide. • Maintain consistent communications with the Commission to keep Commissioners informed of agency activities. • Prepare, present, and post mandated and other reports (Teacher Supply Report, Title II Report, Assignment Monitoring Report, etc.). • Conduct presentations and respond to requests for participation in stakeholder events. 	<ol style="list-style-type: none"> 1. Research modernized approaches to communications with the public to resolve certification questions, and develop a transition plan from the current telecommunications process to updated avenues of communication with the public. 2. Continue to develop and facilitate training for credential field analysts to support accuracy and efficiency. 	<ol style="list-style-type: none"> 3. Work with the Attorney General’s Office, stakeholder groups and the policy community to identify and enact solutions and strategies to allow the Division of Professional Practices to effectively manage the growing discipline workload. 4. Sponsor legislation to enact needed updates in education code as directed by the Commission. 5. Begin multi-year work on converting, updating and ensuring ADA compliance for all public information on the Commission’s website.

<ul style="list-style-type: none"> • Participate in statewide and national meetings regarding educator preparation, licensing and discipline. • Continue weekly PSD E-News to all approved educator preparation programs. 		
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CATEGORY IV: OPERATIONAL EFFECTIVENESS

Strategic Plan Goals (Adopted December 2014)

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

Ongoing Systems Workload	2019 Milestones for Ongoing Projects	New Priority Projects for 2019
<ul style="list-style-type: none"> • Process all (more than 250,000 annually) credential applications within the mandated 50 business day timeframe, including initial intake of applications, keying, payment processing, evaluation, and coordination with applicant, as necessary for additional information. • Monitor and maintain the program sponsor online application submissions process to ensure accuracy. • Expedite applications from public school employers and for military fee waivers as required by statute. 	<ol style="list-style-type: none"> 1. Develop and train an agency-wide team to review, revise, monitor, draft and implement required new regulations based upon Commission action, statute and policy adoption. 2. Finalize Workforce Development plan and develop Succession Plan for the Agency. 3. Coordinate at least three employee wellness events/activities, including a wellness fair. 4. Continue to pursue a comprehensive solution for an online credential application and payment process (multi- 	<ol style="list-style-type: none"> 7. Contract for and begin multi-year process on digitizing all non-digital credential records, ultimately resulting in eliminating the use of the legacy microfilm and microfiche system.

<ul style="list-style-type: none"> • Maintain the DPP discipline process and related operations to assure educator quality. • Address staff morale, support, and appreciation. 	<p>year project), including the possible acceptance of electronic transcripts from additional institutions.</p> <ol style="list-style-type: none"> 5. Update the Certification Analyst training process to develop a streamlined and expedited training plan. 6. Continue to streamline work with the Administration and the Legislature to secure the resources needed to address growing workload throughout the agency. 	
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