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## Information

### *General Session*

### Commission on Teacher Credentialing Priorities for 2020

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**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.

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## Commission on Teacher Credentialing Priorities for 2020

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### Standards and Accreditation

1. In collaboration with the California Department of Education and stakeholders, review and update the California Standards for the Teaching Profession (CSTP) to ensure alignment with the Teaching Performance Expectations.
2. Convene a design team to review and update the Bilingual Authorization Program Standards and Subject Matter Requirements.
3. Provide technical assistance to Commission-approved Pupil Personnel Services and Education Specialist programs as they implement recently adopted Program Standards and performance expectations.
4. Establish a workgroup to review the Reading Instructional Competence Assessment (RICA) in relation to recently adopted Teaching Performance Expectations and the current English Language Arts/English Language Development Framework; Work with the Legislature and stakeholders to determine any potential changes in the content and approach to the assessment of teacher preparation for reading instruction and literacy development.
5. Continue to develop the Accreditation Data System and dashboards and increase the use of outcomes data (surveys, performance assessment data, etc.) within the accreditation system.

### Performance Assessments

6. Begin development of a Teaching Performance Assessment for the Education Specialist Credential.
7. Conduct a standard setting study on the California Administrator Performance Assessment.
8. Present the findings of the Teaching Performance Assessment Comparability Study.

### Credential Updates

9. Promulgate regulations to implement recent changes in the Education Specialist credential structure.
10. Adopt Teaching Performance Expectations and subject matter requirements for the new Theater and Dance Credentials and promulgate regulations to define the authorization for these new credentials.
11. Engage with the developers of the state's Early Learning Master Plan and begin work to update the Child Development Permit accordingly.
12. Work collaboratively with the California Health and Human Services Agency and the California Department of Education to implement California's new Preschool Development Grant; plan for development of a performance assessment and accreditation process for use in early childhood preparation programs.
13. Continue to develop options for improving credentialing in Career Technical Education.

### **Grants and Funded Programs**

14. Continue to monitor and manage the grant programs funded in prior years: Teacher Residencies, Classified Staff Teacher Grant Program, the evaluation of the Classified Grant program, and the Local Solutions program.
15. Develop and release RFPs to distribute grants for Teacher Residencies, the Classified Staff State Grant Program, the Computer Science Authorizations Grant and the California Teacher Credential Award Program as proposed in the 2020-21 state budget.

### **Licensing Examinations**

16. Develop, pilot and set passing standards for new Theater and Dance CSET examinations.
17. Engage with content experts and stakeholders to review and make recommendations regarding the appropriate scope of subject matter content and requirements for teaching; complete the work to establish appropriate, equivalent options for prospective teacher candidates to demonstrate subject matter competence; and develop a plan for updating CSET examinations and Subject Matter Program Standards.

### **Assignment Monitoring**

18. Complete the development and implementation of the California Statewide Assignment Accountability System (CalSAAS) to automate assignment monitoring and provide oversight on educator assignments; provide training and technical assistance to support statewide implementation.
19. Begin development of assignment monitoring dashboards with data collected through the CalSAAS system.

### **Communications and Operations**

20. Participate in the Cradle to Career Workgroup, established to create a statewide education database resulting in shared data across education and services agencies.
21. Continue to modernize and update approaches to communications with the public (e.g., online chat).
22. Continue to develop and facilitate training for credential field analysts to support accuracy and efficiency in the credential recommendation process.
23. Continue efforts to support and expand the online credential application and payment process, including adding the General Education and Special Education Limited Assignment Permits to the Commission's Recommendation System.
24. Continue the multi-year project to digitize all non-digital credential records, ultimately resulting in eliminating the use of the legacy microfilm and microfiche system.
25. Provide employee wellness events and activities, including a wellness fair, in addition to agency-wide gatherings to recognize and celebrate staff achievements.
26. Update the Commission's strategic plan.

## **Attachment A: Commission on Teacher Credentialing Strategic Plan**

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**Updated December 2014**

### **Vision**

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

### **Mission**

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

### **Values**

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

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

### **Multi-year 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 valued profession and facilitate entry of highly talented individuals into the education profession.

## *II. Program Quality and Accountability*

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

## *III. Communication and Engagement*

- a) Maintain and strengthen working relationships with the Commission's diverse stakeholder community.
- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.
- c) Contribute to public discourse and inform public opinion about educator, program, and discipline quality and effectiveness.
- d) Consult with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce.
- e) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.
- f) Collaborate with other government agencies at the local, state, and national levels in support of coherent and effective education policy.
- g) Maintain a clear and accessible web presence for ease of access to information about requirements and best practices in certification, accreditation, educator discipline, and other areas of Commission responsibility.

## *IV. Operational Effectiveness*

- a) Maintain a workplace environment and culture that inspires, supports and values employees.
- b) Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize professional engagement and performance.
- c) Demonstrate professionalism and accountability for high standards of practice in all Commission operations.
- d) Monitor response times for processing applications, investigating allegations of misconduct, managing accreditation activities, and answering inquiries from the field to ensure timeliness and a high level of operational effectiveness.

- e) Maintain a culture of continuous improvement by periodically reviewing agency capacity to achieve Commission goals for educator workforce quality, preparation, certification, and discipline.
- f) Ensure that current regulations, procedures, and initiatives are appropriately streamlined to meet the Commission's established goals.