1A

Information/Action

General Session

Strategic Planning Working Session – Agenda & Summary Findings

AGENDA INSERT

Executive Summary: Commission members and staff will engage in a planning session to assist and provide guidance on the development of the Commission's Strategic Plan.

Recommended Action: Staff seeks direction and input from the Commission for potential amendments and modifications to the current Strategic Plan for possible consideration and adoption at a future Commission meeting.

Presenters: Amy Reising, Director, Performance Assessment Policy and Development, and Mary Vixie Sandy, Executive Director

Strategic Plan Goal

IV. 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.

Strategic Planning Working Session - Agenda

Wednesday, December 2

- ***Welcome & Introductions***
- ***Goals & Outcomes***
- ***Norms for Zoom Meeting***
- ***Review of Materials***
- ***Review of Strategic Planning Item – Commission Vision, Mission and Goals***
- ***External Survey Questions 3 and 4: Whole Group Discussion***
- ***External Survey Questions 5 and 6: Small Group Discussion and Summary Report Out***
- ***Lunch***
- ***External Survey Questions 7 and 8: Small Group Discussion and Summary Report Out***
- ***Preview of Friday Summary Discussion & Prioritize Findings for February Meeting***
- ***Public Comment***

Friday, December 4

Upon adjournment of Legislative Committee

The Commission will continue the discussion regarding the Strategic Plan including revisiting small and whole group findings and identifying initial priority short- and long-term goals.

Summary of Findings from Strategic Planning Stakeholder Feedback

Background
In preparation for the strategic planning process, Commission staff hired Unleashing Leaders, Inc. to conduct an environmental scan and identify key issues and trends impacting the Commission and its stakeholders. Surveys of external stakeholders and the Commission's management team were conducted over the summer of 2020. A high-level summary of the external survey results was presented to the Commission during its October 2020 meeting.

Introduction
This document provides further detailed summaries of the Strategic Planning feedback received from external stakeholders and organizes feedback to support discussions during the planning session. The Commission received 21 responses from external Organizations and 61 responses from individual Educator Preparation Programs (EPP). Responses for each question contained in the external survey is summarized below by the Commission's current four strategic goals and then into fifteen identified Commission activity categories.

The full set of raw stakeholder feedback can be found here.

Current Commission Goals

- Goal 1: Educator Quality
- Goal 2: Program Quality and Accountability
- Goal 3: Communication and Engagement
- Goal 4: Operational Effectiveness
- Multi-Categorical Feedback*
  **Captures feedback that fits across several Goals*

Commission Activity Categories
The below fifteen (15) categories were identified based upon current common activities undertaken but the Commission and its staff. Each activity category is placed within the current Commission Goals. All external stakeholder responses to each question are summarized into the below following categories to provide a broad picture of those activity areas that responders believed were of the highest to lowest priority.

Goal 1: Educator Quality

Recruitment and Grants	Recruitment: Related to recruiting and retaining educators Grants: Related to any of the Commission's current grant programs including Teacher Residency, Local Solutions, Classified Grant, Community College Teacher Preparation Pilot, and Evaluation of the Classified Grant Program
Testing	Related to the Commission-approved standardized examinations including CBEST, CSET, RICA, CTEL, and CPACE

Performance Assessment	Related to any Commission-approved performance assessment including CalTPA, edTPA, FAST, and CalAPA or the development of the Education Specialist CalTPA and an Early Childhood Education TPA
Educator Misconduct	Related to professional practices, educator discipline and misconduct

Goal 2: Program Quality and Accountability

Educator preparation	Related to teacher and other educator preparation program requirements and program standards
Accreditation	Related to comments on preparation program quality and the Commission's Accreditation System

Goal 3 Communication and Engagement

Communication	Related to communication to and from Commission staff to the public, preparation programs, and credential holders
Stakeholder Engagement	Related to communication with key stakeholders and including stakeholders in the Commission's work

Goal 4: Operational Effectiveness

Credentialing and Technology	Related to the recommendation and credentialing process and credential requirements in Education Code and regulation
Funding	Related to Commission funding
Research	Related to research on educator preparation and identification of best practices in preparing educators
Data	Related to data collected by the Commission for credentialing and accreditation purposes

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion	Related to diversity of the educator workforce, equity for all educators and TK-12 students, and inclusion of all students
ECE	Related to Early Childhood Education, the Child Development Permit, and current Commission Early Childhood Education grants and pilot programs
General	Related to general Commission work that does not fit into other categories

Survey Question Summaries
This section of the document provides summarized written and visual data received for the following questions included in the external stakeholder survey:

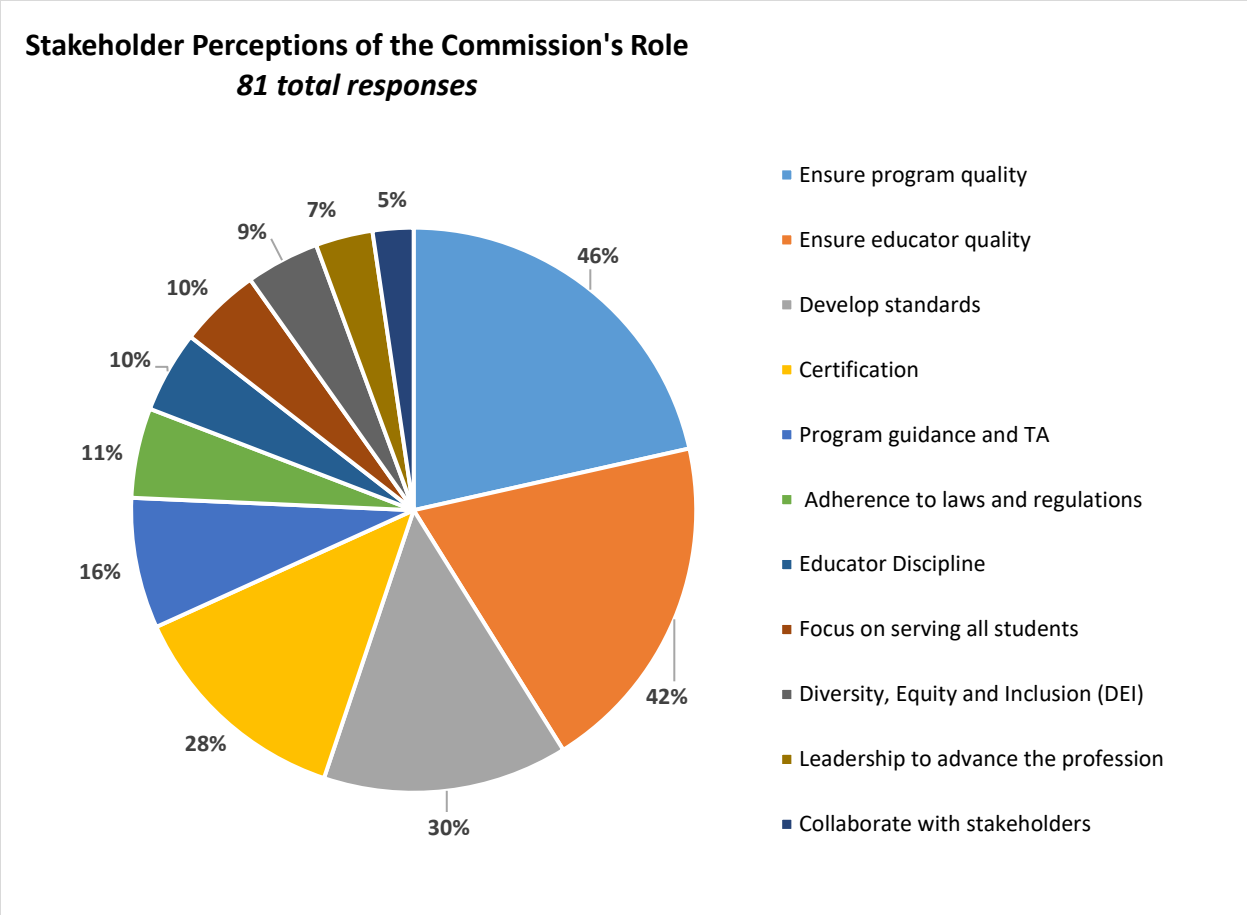
- Question 3: What is the purpose or mission of the Commission?
- Question 4: What is the Commission doing well? What services or support is the Commission providing that should be continued?
- Question 5: What would you like to see the Commission start doing? What is the agency not providing that would be helpful to the field?
- Question 6: What should the Commission stop doing? What is the agency doing that is no longer relevant, or is no longer helpful?
- Question 7: What areas of policy, if any, need to be updated?
- Question 8: What new policy areas, if any, should be taken up by the Commission?
- Question 9: Overall, how satisfied are you with the Commission's effectiveness?

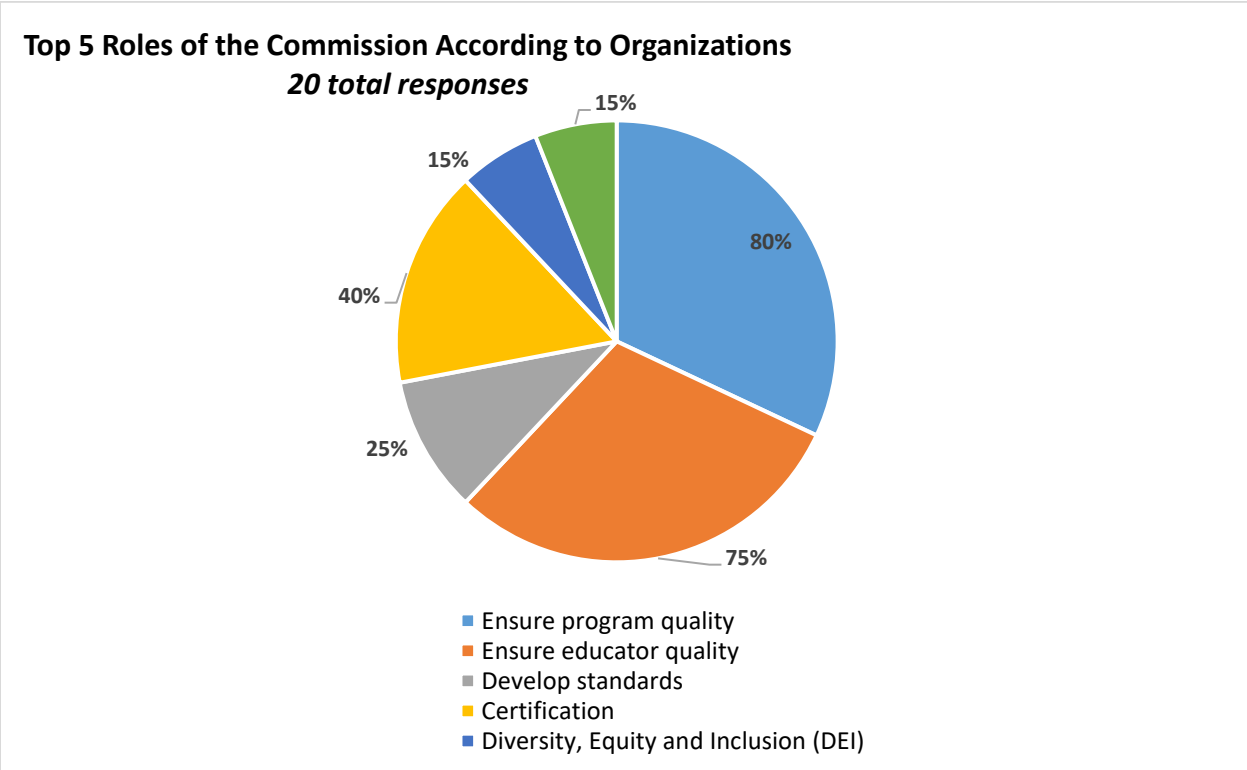
**Note – Questions 1 & 2 were not substantive in nature and required the respondent to identify who they were responding on behalf of.*

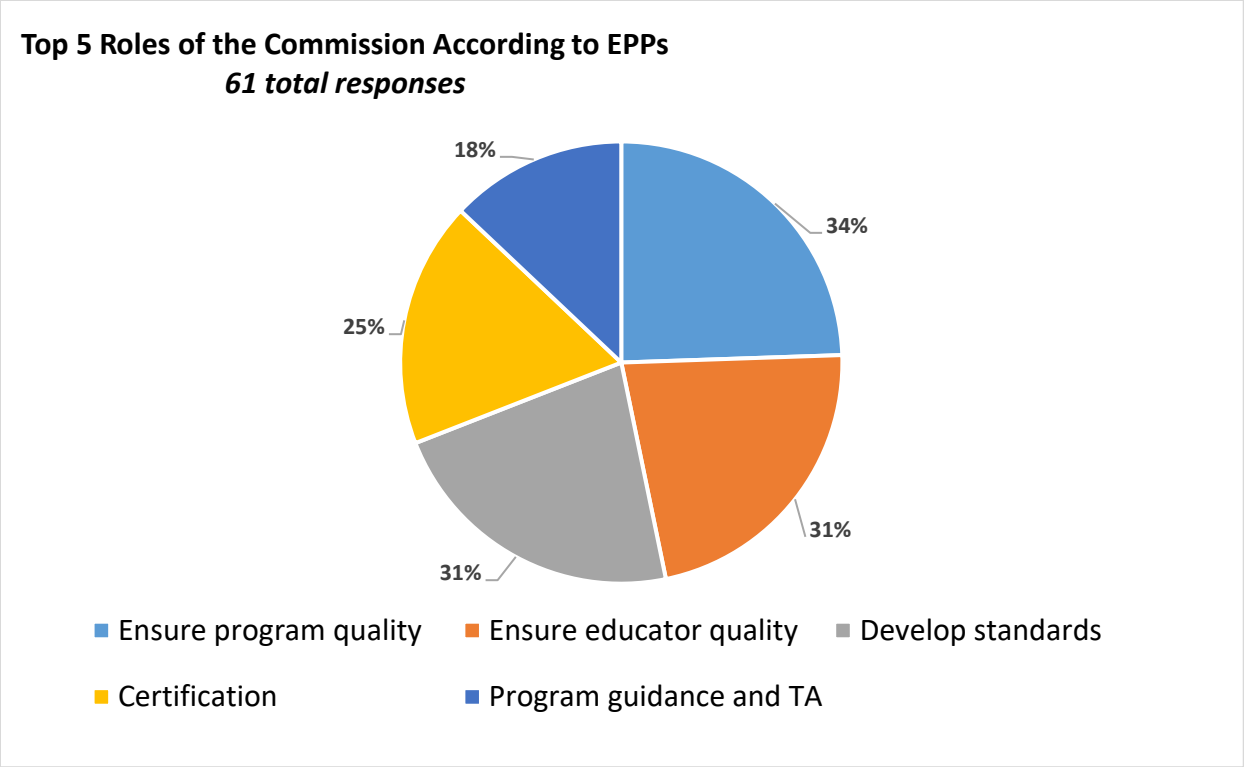
Question 3: Summary of Responses for "What is the purpose or mission of the Commission?"

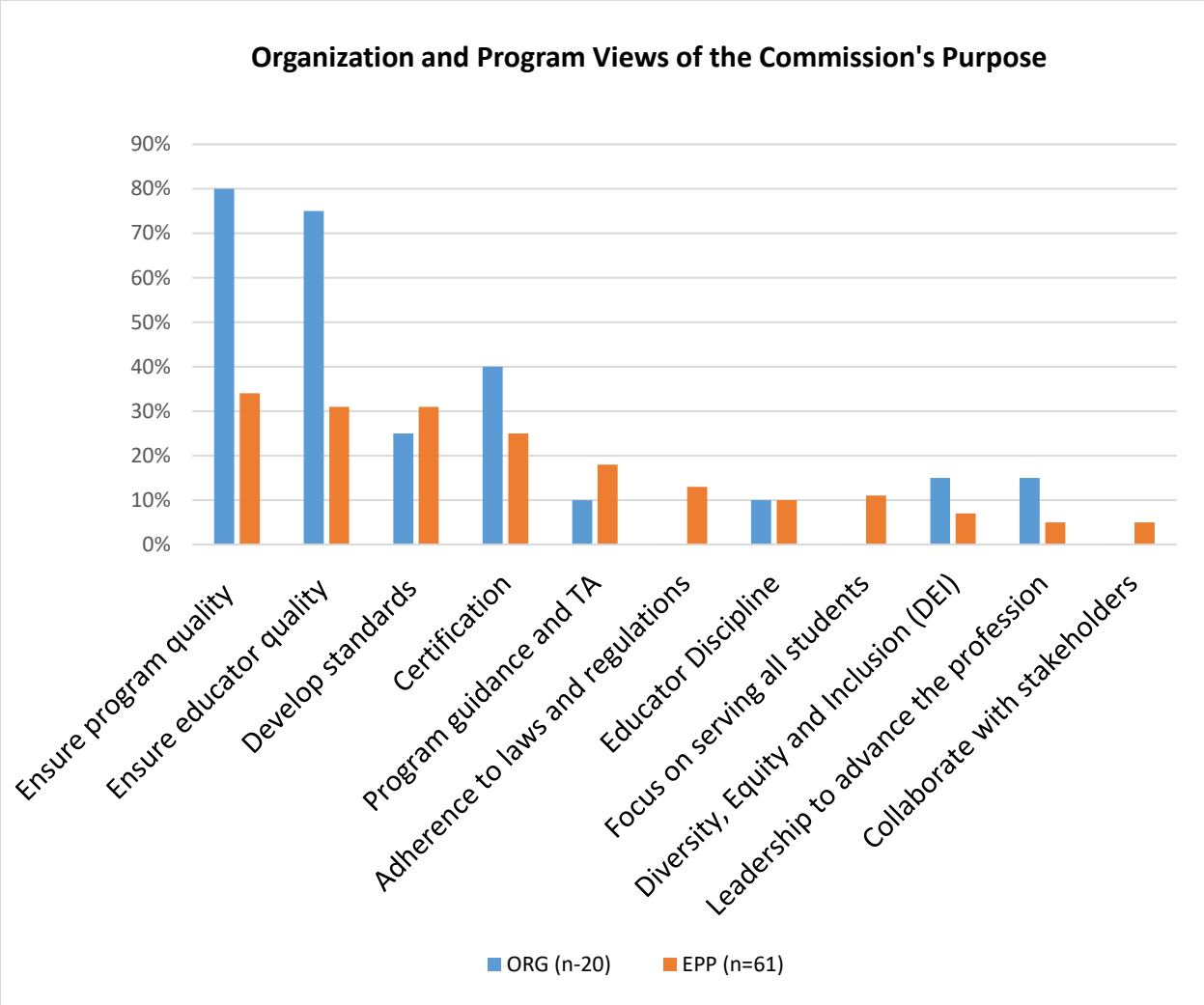
Current Commission Mission: To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

Note - For the summary of Question 3, Commission staff used alternate activity categories than presented above given the construct of the question does not lend itself to the previously identified activity categories. All other questions however, utilize the 15 established activity categories.


Stakeholder Perceptions of the Commission's Role
81 total responses
46%
42%
30%
28%
16%
11%
10%
10%
9%
7%
5%
Ensure program quality
Ensure educator quality
Develop standards
Certification
Program guidance and TA
Adherence to laws and regulations
Educator Discipline
Focus on serving all students
Diversity, Equity and Inclusion (DEI)
Leadership to advance the profession
Collaborate with stakeholders


Top 5 Roles of the Commission According to Organizations
20 total responses
80%
75%
25%
40%
15%
15%
Ensure program quality
Ensure educator quality
Develop standards
Certification
Diversity, Equity and Inclusion (DEI)


Top 5 Roles of the Commission According to EPPs
61 total responses
18%
34%
25%
31%
31%
Ensure program quality
Ensure educator quality
Develop standards
Certification
Program guidance and TA



Goal 1: Educator Quality

1. Ensure well prepared educators (well- prepared workforce)
2. Oversee professional practice and discipline
3. Ensure the workforce is prepared to serve all children
4. Play a leadership role in advancing the profession
5. Help bolster the profession of education by creating common bonds, language, and professional vision amongst teaching professionals in California
6. Create Performance assessments

Goal 2: Program Quality and Accountability

1. Establish standards for the preparation of the education workforce
2. Provide guidance and support to educator preparation programs
3. Safeguard the integrity of educator preparation and quality in California
4. Help bolster the profession of education by creating and evaluating rigorous standards for teaching practice and preparation
5. Set standards that are student facing
6. Ensure quality preparation through accreditation

Goal 3: Communication and Engagement

1. Disseminate information about quality preparation programs
2. Lobby on behalf of candidates and employers
3. Collaborate with stakeholders

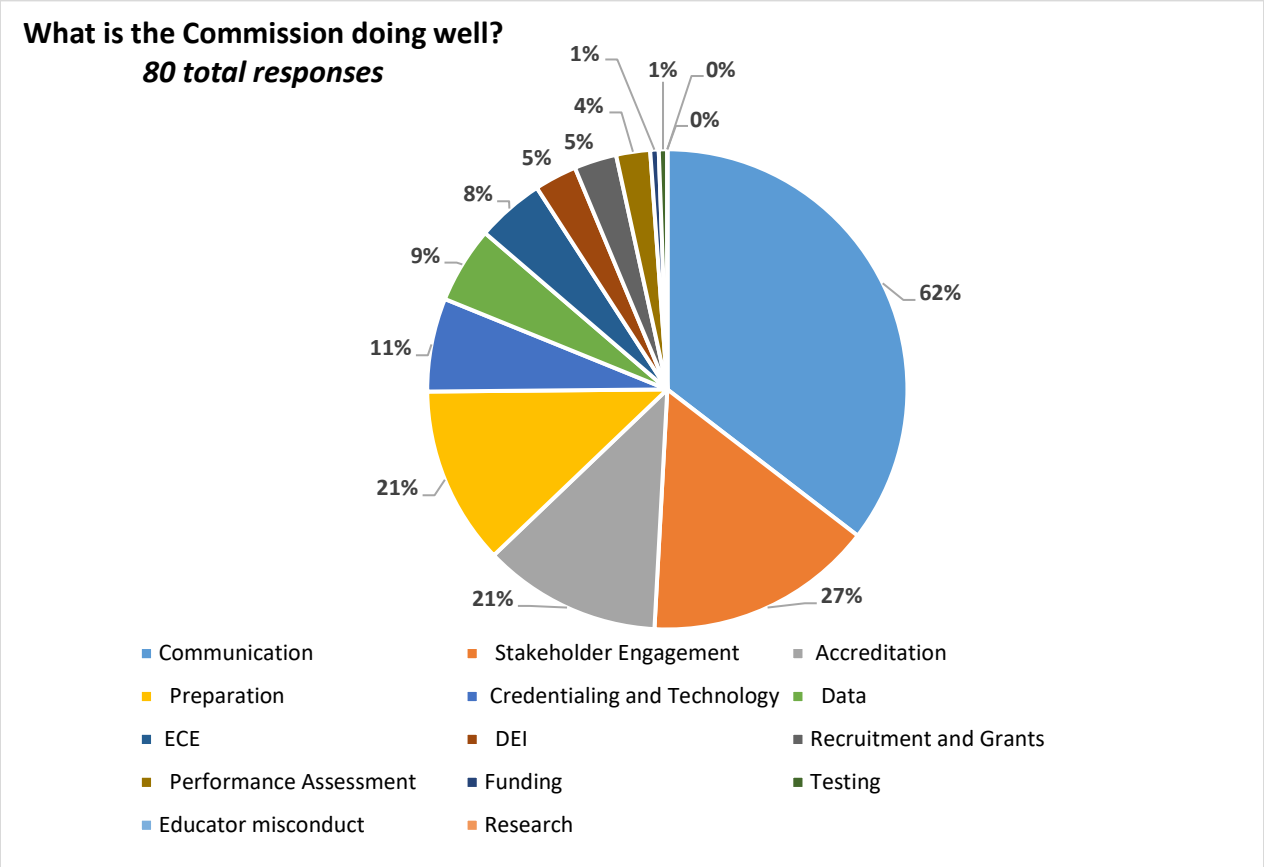
Goal 4: Operational Effectiveness

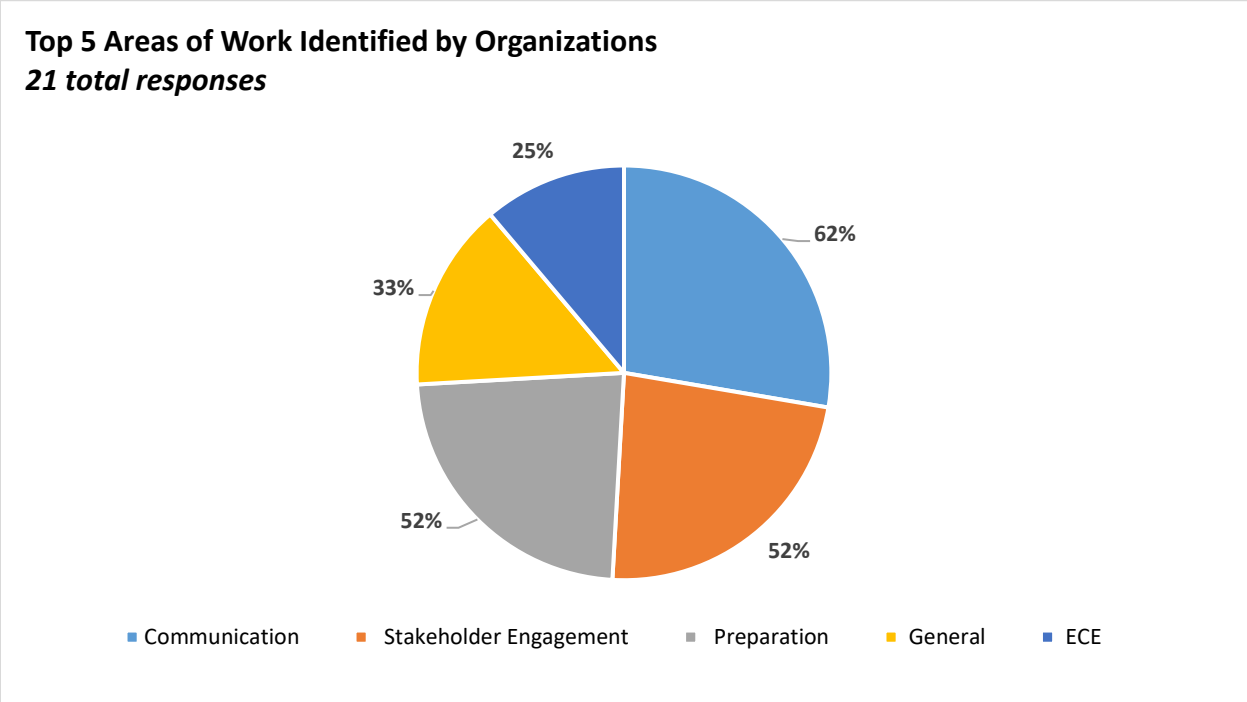
1. Determine that educators meet requirements for credentials (certification)
2. Maintain adherence to laws and regulations
3. Provide an infrastructure and governance vehicle through which teacher education programs can be organized, refined, assessed, and supported.
4. Analyze hiring trends and inform the state
5. Serve as a critical link in the cradle to career data chain

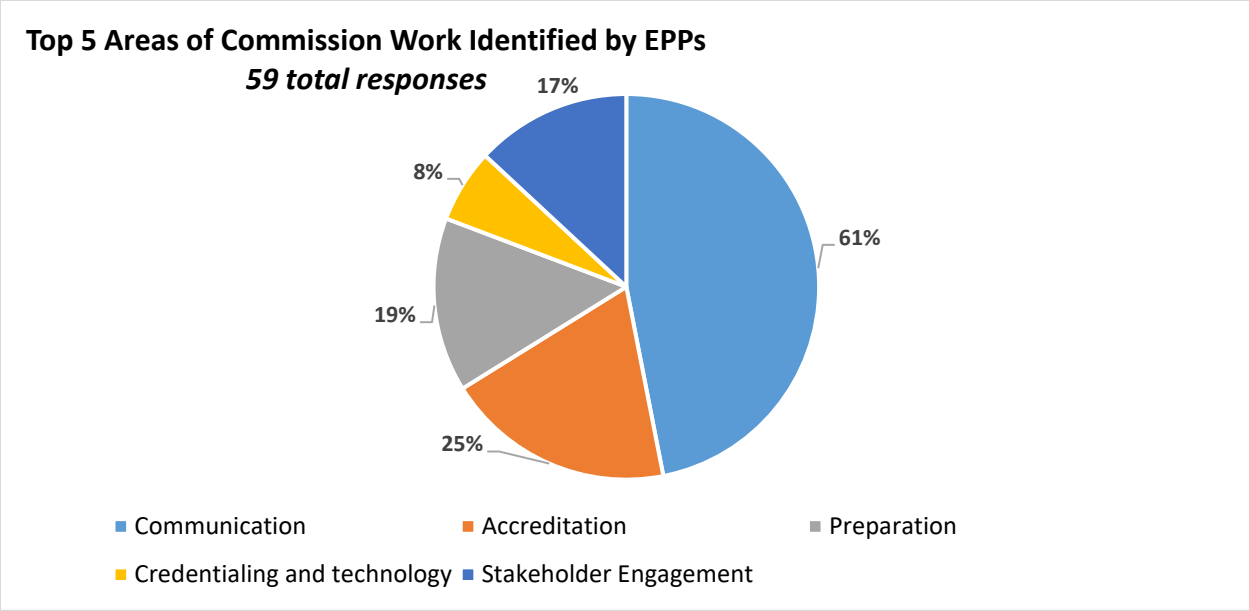
5. Multi-Categorical Feedback

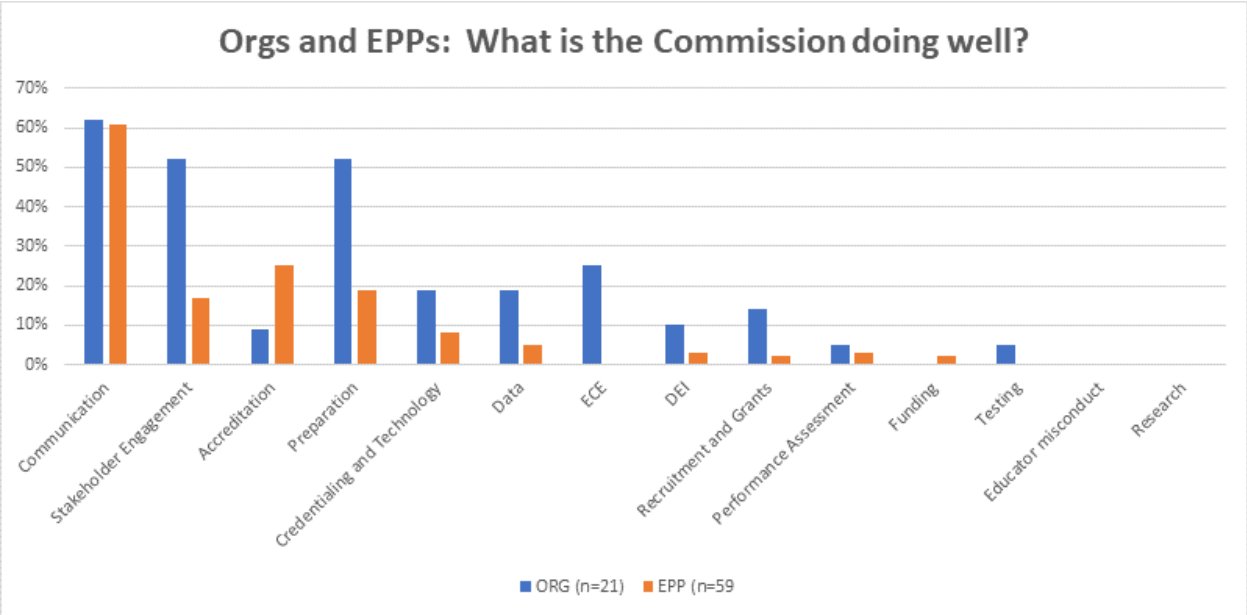
1. Support credential candidates to support the diverse learning needs of K-12 Students.
2. Strengthen the profession and the schools that serve California students
3. Take the lead in the professionalism of ALL teachers (including ECE)
4. Ensure the education profession evolves; advocate for the profession
5. Oversee the educators in the State of California
6. Support teachers and administrators who in turn support students

Question 4: Summary of Responses for "What is the Commission doing well?"









Goal 1: Educator Quality

Recruitment and Grants: No feedback from stakeholders

Testing: No feedback from stakeholders

Performance Assessments

1. Creating and updating assessments
2. Providing monthly CalAPA virtual think-tanks

Educator Misconduct

1. Timely action on removal of credentials for misconduct
2. Attending carefully to educator misconduct

Goal 2: Program Quality and Accountability

Educator Preparation

1. Updating, modifying, and improving educator preparation standards
2. Including family and community engagement
3. Supporting programs and professional working relationships
4. Moving to "common-trunk" of preparation for Education Specialist credentials
5. Adopting strong and forward-thinking standards for educator preparation

Accreditation

1. Supporting institutions through accreditation activities
2. Developing an accreditation process that includes both rigor and understanding of uniqueness of programs
3. Coaching and ongoing feedback leading up to and during site visits for programs during accreditation process
4. Creating ADS for input of data
5. Focusing on continuous improvement

Goal 3: Communication and Engagement

Communication

1. Providing communications on COVID flexibilities and changes
2. Updating of web resources
3. Responding in a timely way to inquiries
4. Offering live Office Hours
5. Providing online workshops and technical support

Stakeholder Engagement

1. Providing continuous feed-back loop with stakeholders
2. Ensuring broad and inclusive stakeholder representation
3. Relying on task forces and workgroups
4. Providing outreach to charter schools
5. Fostering educator quality, communicating, and collaborating with constituents, especially through the pandemic
6. Effectively communicating with the State Department of Education and the state legislature

Goal 4: Operational Effectiveness

Credentialing and Technology

1. Providing a live chat option for communication
2. Providing efficient access to web resources and training materials
3. Conducting timely credential processing
4. Accepting electronic signatures
5. Building an online system and expanding of online submission of applications

Funding: No feedback from Stakeholders

Research: No feedback from Stakeholders

Data

1. Creating data dashboards
2. Engaging in data sharing agreements
3. Analyzing data trends related to teacher workforce and certification
4. Timely responses to data requests

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI)

1. Acknowledging systematic racial inequities

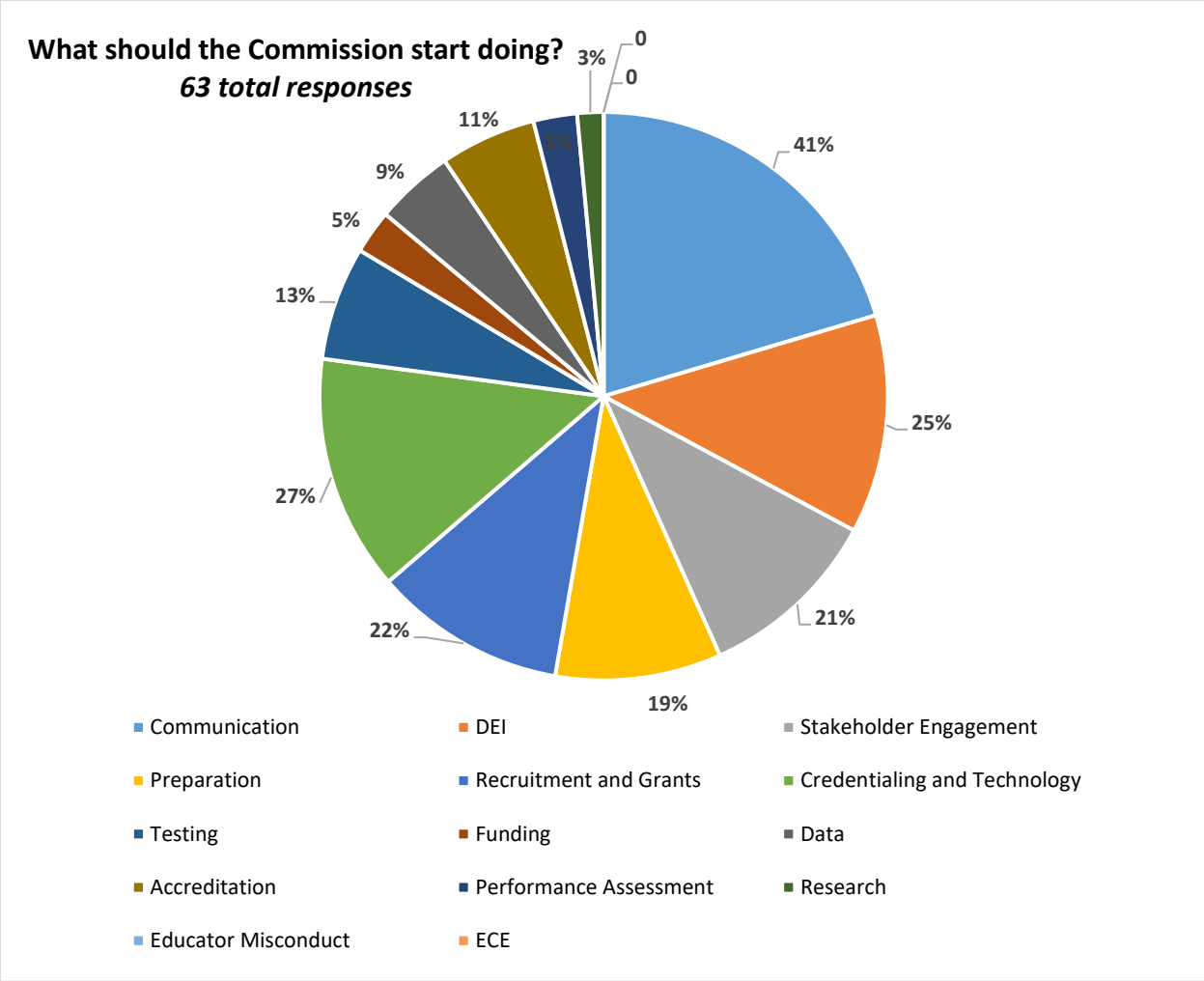
Early Childhood Education (ECE)

1. Focusing on Child Development Permit and Early Childhood Education
2. Creating ECE Pilot Programs (program accreditation and performance assessment)

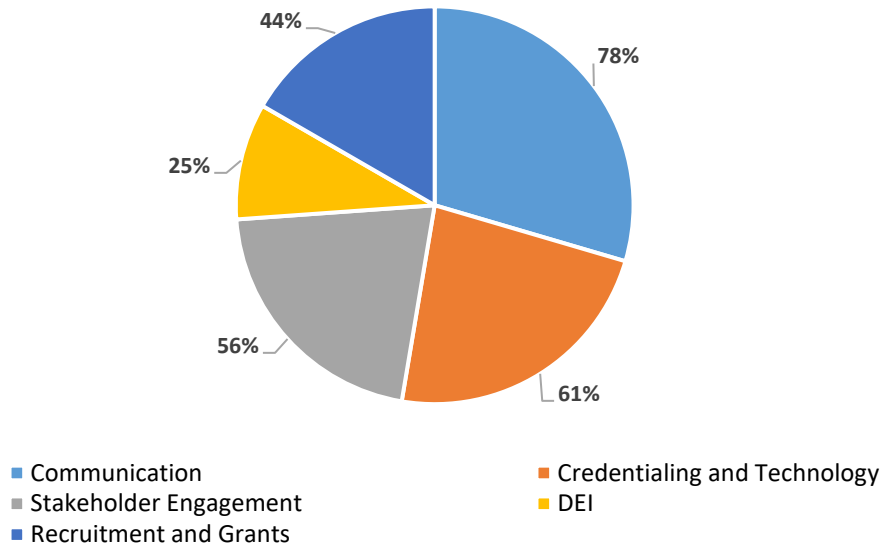
General

1. Providing accessibility to staff and responsiveness of staff to stakeholders
2. Posting Commission meeting agenda ten days before meeting
3. Working to find flexibilities during the COVID-19 pandemic
4. Acknowledging that CTC colleagues are helpful, friendly, and collaborative

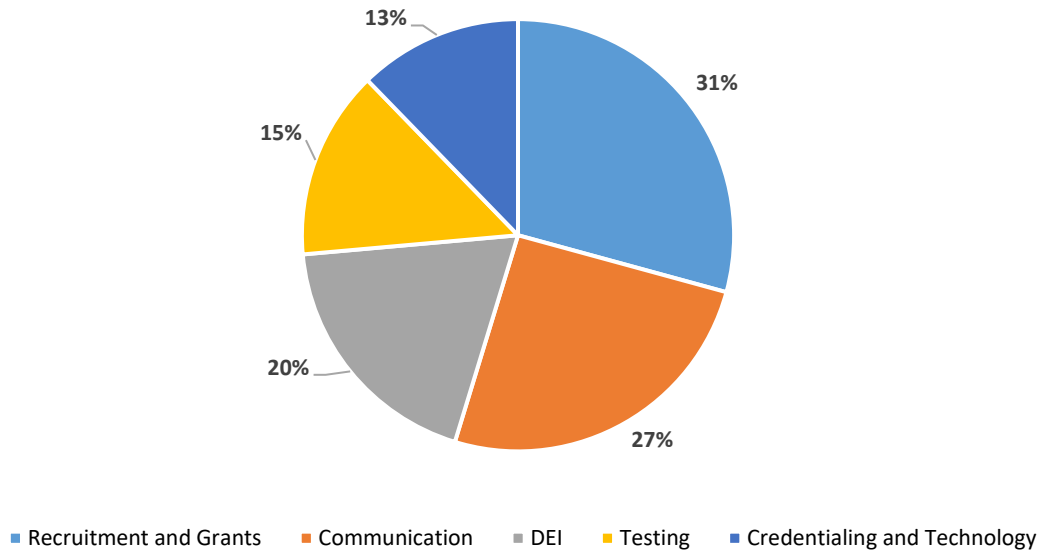
Question 5: Summary of Recommendations for "What would you like to see the Commission start doing?"

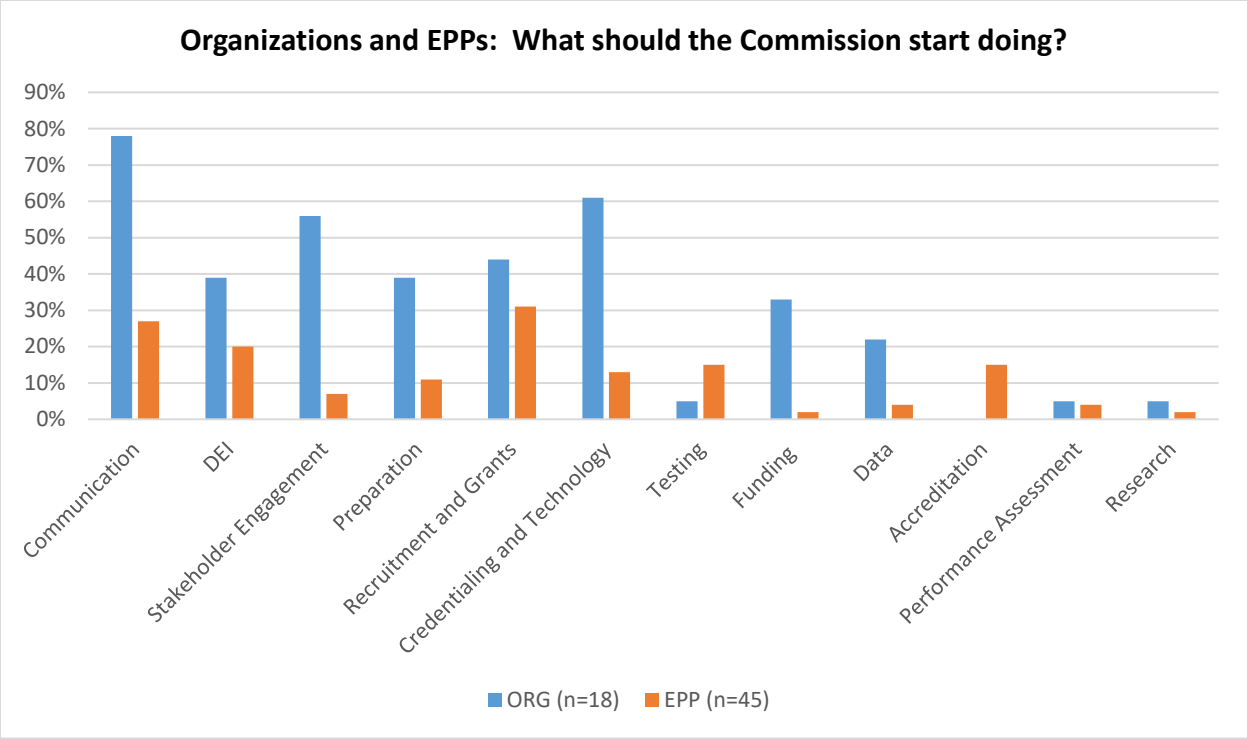


Organizations: What should the Commission start doing?
18 total responses



EPPs: What should the Commission start doing?
45 total responses





Goal 1: Educator Quality

Recruitment and Grants

1. Play an active role in promoting careers in education, such as a statewide PR Campaign on social media, radio, and billboards
2. Utilize community colleges as a tool to increase preservice teacher pipelines
3. Actively recruit Black, Indigenous, and People of Color (BIPOC), and men into educator preparation programs
4. Provide more data about the efficacy, reach, and impact of the grants administered by the CTC to address the teacher shortage.

Testing

1. Reduce or consolidate exams wherever possible
2. Revisit cost of tests as this is a barrier for candidates
3. Provide faster turn-around times on test results for RICA, CBEST, CSET, TPA, APA
4. Provide more options for candidates to demonstrate content proficiency
5. Review, overhaul, or eliminate CBEST, CSET, RICA

Performance Assessments

1. Evaluate impact of TPA and APA and determine if they have yielded better prepared, higher-quality teachers and leaders.
2. Move the TPA to induction permanently
3. Re-look at the proposed TPEs for the Early Childhood Education Permits and reconsider the importance of including play as the vehicle for learning and developing relationships with families

Educator Misconduct: No feedback from Stakeholders

Goal 2: Program Quality and Accountability

Educator Preparation

1. Integrate digital teaching and learning standards into educator preparation; ensure; set reasonable expectations for assessments, teaching, and learning during a pandemic
2. View special education as commensurate with general education and develop SpEd CSET and EdTPA
3. Add 150 hours of continuing education unit (CEU) requirement to PPS School Psychologist credential renewal
4. Establish a teacher mentoring program

Accreditation

1. Provide additional technical support and obtain feedback earlier in the process due to the complexity of the new accreditation system
2. Develop one timeline with all applicable links to platforms and instructions to plan better for required information that is needed for accreditation documentation process
3. Clarify reminders that are sent out to programs about accreditation tasks; reminders should include the actual task
4. Eliminate requirements to submit repetitive documentation and work towards having a more holistic approach to the peer review for accreditation process
5. Embed self-paced modules so faculty can get approved to be a reviewer
6. Provide more training for programs on how to participate in accreditation cycles using a CTC website
7. Turn over program approval more quickly; provide feedback upon submission in a timely manner so that programs can make changes prior to approval

Goal 3: Communication and Engagement

Communication

1. Channels of Communication
    a. Streamline and refresh the CTC website to make it easier to navigate and find information
    b. Make the CTC program dashboard more user friendly and accurate
    c. Email candidates' application status and notices to program sponsors
    d. Update the CTC phone call in system so it is less intimidating and daunting; decrease wait times
    e. Establish a direct contact within the Certification office for charter schools.
2. More/Better Program Guidance
    a. Ensure that assignment and certification guidance provided to LEAs is made available in written form and provided to the field in a timely manner.
    b. Provide additional webinars on CIG re: detailed format for CalSAAS information results.
    c. Communicate clear and consistent expectations across all categories.
    d. Reduce the number of different platforms/logins/arenas linked to accreditation and recommendation.
    e. Provide regular updates on expectations for various levels of teacher preparation.
    f. Provide workshops or videos to support individuals who are on the Multiple Subject pathway and Single Subject pathway.

    g. Add case studies on the CTC website to be used as reference to deal with unique cases for candidates. For example: out-of-state, out-of-country.
3. Responsiveness/Flexibility
    a. Establish a high level of responsiveness and flexibility in light of COVID-19.
4. Outreach
    a. Reformat the PSD News to make it more user friendly
    b. Hold "best practices" conferences/sessions for faculty teaching within educator preparation programs by credential type
    c. Start a PR campaign to promote the great work being done at the CTC

Stakeholder Engagement

1. Use expert panels and groups to reach out to the field to find a broad spectrum of practitioners who represent a geographical balance of the state, and balance of IHEs and LEAs
2. Use email and other channels to increase two-way communication with the field and encourage opting into listservs of interest, receiving surveys, to be notified on certain topics
3. Get input from all credential programs and students, instead of just a select few.
4. Utilize focus groups to engage and receive additional feedback and brainstorming with credential program leaders
5. Use a Facebook group or other forum for programs to interact and exchange best practices.
6. Be more inclusive of community college teacher preparation programs and our faculty in discussions and decisions.
7. Be more inclusive of early childhood education in discussions and decisions.
8. Increase representation of community colleges on the Commission.

Goal 4: Operational Effectiveness

Credentialing

1. Eliminate the one-year credentialing model (post-BA programs) and integrate teaching pedagogy and techniques into a four-year degree (with no pay disparity at the district level due to the integrated model)
2. Provide additional pathways for community college students where students can transfer and enter a teaching pathway at multiple points
3. Bring back specialist credentials instead of having them as added authorizations
4. Create a screening platform online, where a future teacher can enter what they have, what they want and will be told what they need to do and where they can get help
5. Provide information/guidance for new professionals charged with overseeing a credential program
6. Create a transparent tracking system such as a real-time dashboard with the most up-to-date information about the journey of an application
7. Institute online application options for added authorizations requests and processing
8. Move all credential processes online
9. Allow County Offices to view details on program recommendation when issuing a TCC
10. Allow charter schools to submit online applications
11. Implement an online billing and payment system for paper applications

Funding

1. Provide more staff and fill vacancies to provide more training and guidance to the field and candidates

2. Engage with stakeholders and advocates to engage with the administration and legislature to increase the funding for the Commission
3. Seek scholarships and other pay options (Paypal, Venmo, etc.) for candidate fees

Research: No feedback from Stakeholders

Data

1. Be more proactive about using data
2. Ensure agenda items include a fiscal analysis, as necessary
3. Simplify the Accreditation Data System (ADS) data collection system by requesting only essential data, pre-populating existing data in fields
4. Provide better data on candidate long term employment in the field
5. Collect data that easily tracks credential applicants back to their community college/preliminary program of origin

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI)

1. Re-assess what it means to be a quality educator
2. Review all credentialing requirements to identify roadblocks
3. Incorporate standards and expectations for social justice and anti-racist teaching/pedagogy in teacher preparation
4. Recruit a workforce that mirrors California's diverse students
5. Increase diversity on the Commission
6. Utilize community colleges as tool to further recruit and diversify teacher workforce

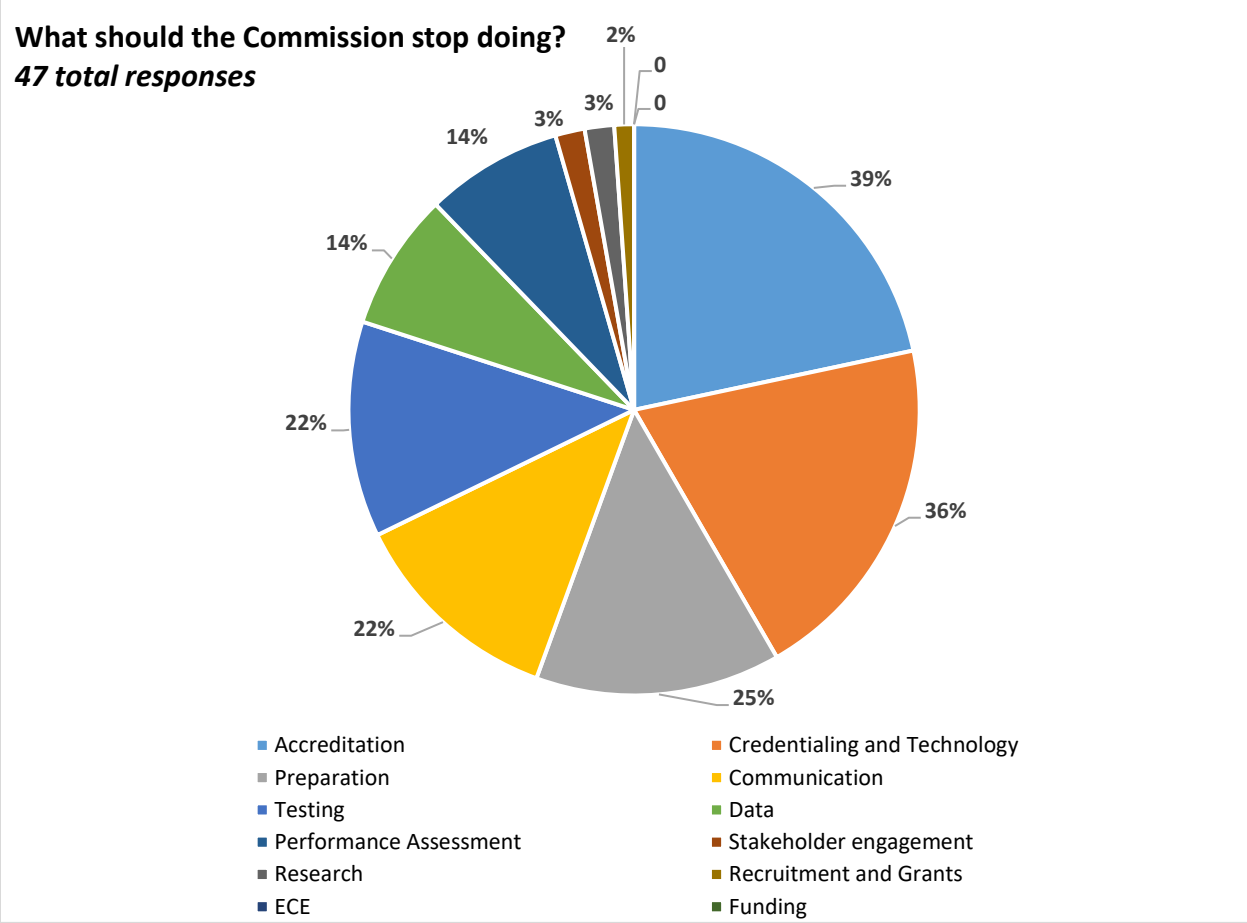
Early Childhood Education

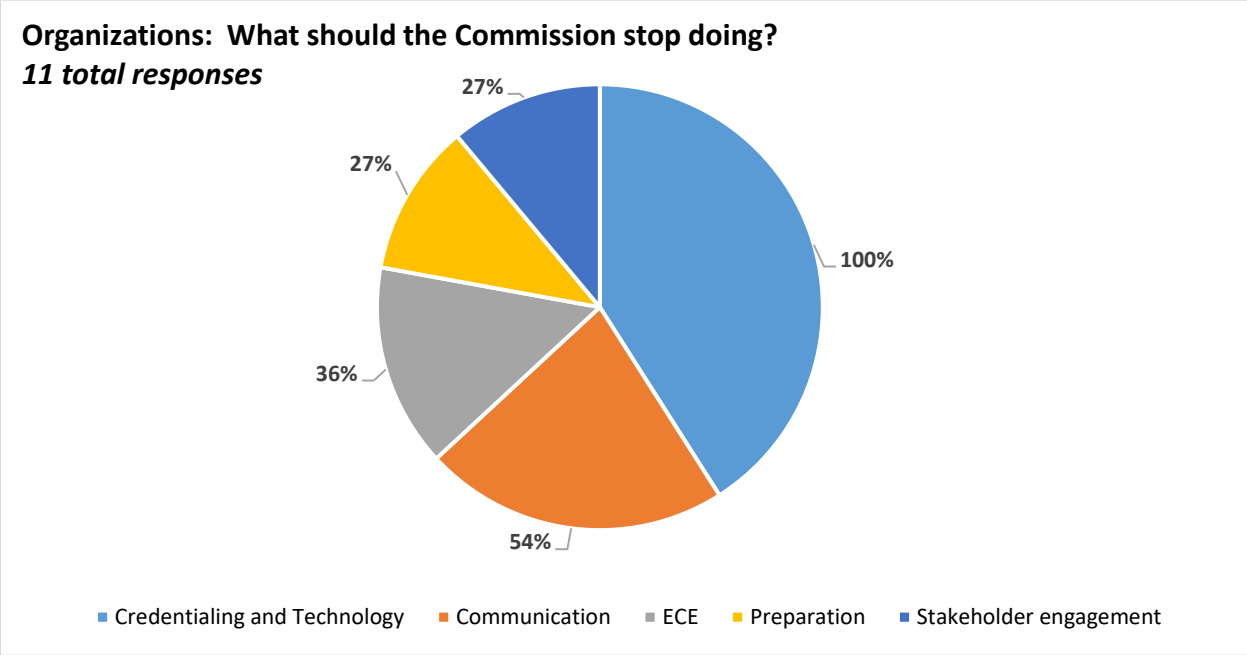
1. Bring back the Extended Care/ECE to teacher programs that can be offered to community colleges to administer in partnership with LEA's
2. Prioritize early childhood research and pedagogy because it provides the teaching profession with a unique understanding of how children learn and develop which extends into K and beyond 14
3. Move to make ECE 20% of Commission seats.
4. Step up the pace of incorporating early education into the CA teacher credentialing system

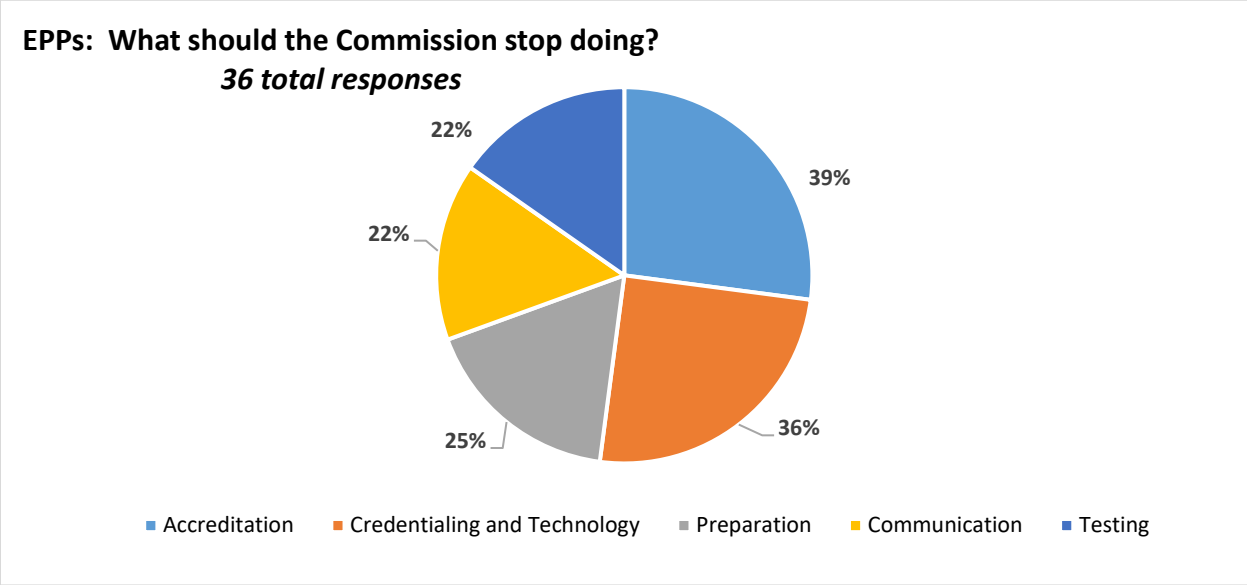
General

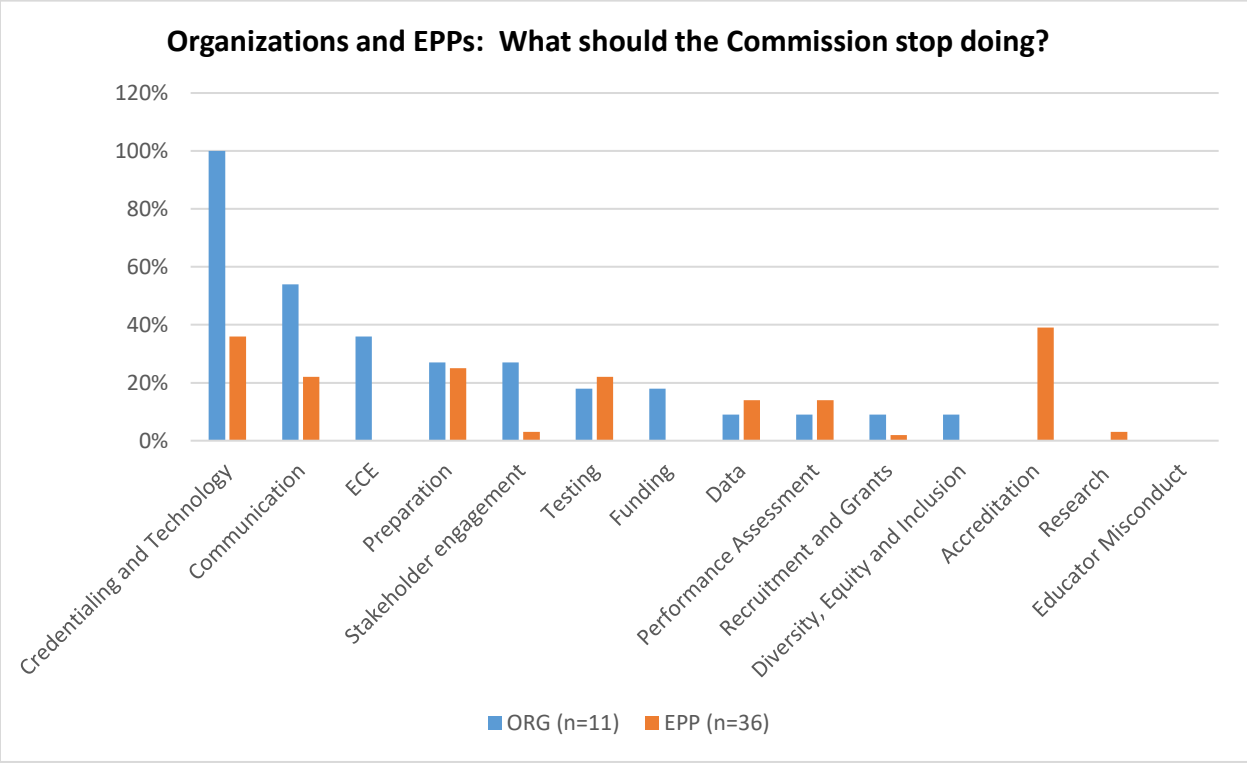
1. Appoint term-based appointments of educator preparation professionals to CTC leadership positions
2. Work with districts to communicate with teachers and maintain the database of cooperating/mentor teachers who need to do their 10 hours of training
3. Require continuing education for in-service educators

Question 6: Summary of Recommendations for "What Should the Commission stop doing?"









Goal 1: Educator Quality

Recruitment and Grants

1. Adding credential requirements. Unemployment is at the highest rates that they have been since the Great Depression and STILL no one wants to become a special education teacher

Testing

1. Requiring tests; many of the tests (CSET subject matter waiver and CBEST) are cost prohibitive to candidates

2. Requiring tests; tests disproportionately impact candidates of color so these candidates have additional barriers to test completion
3. Partnering with Pearson. This company has a historic and documented negative relationship with people of color, especially Blacks, scoring lower (or the lowest) on all of their standardized assessments

Performance Assessments

1. Requiring a TPA or an APA
2. Partnering with Pearson

Educator Misconduct: No feedback from Stakeholders

Goal 2: Program Quality and Accountability

Educator Preparation

1. Allowing non-IHEs to prepare educators
2. Updating the program requirements too often

Accreditation

1. Requiring accreditation Data System/Annual Data Reports
2. Requiring small institutions to participate in accreditation system; too arduous
3. Requiring WASC-accredited institutions to participate in full CA accreditation process; create simplified version for these institutions
4. Making the Initial Program Review complex; should be simpler and faster
5. Charging fees for institutions to be accredited
6. Basing accreditation review on number of candidates who completed coursework. Teacher preparation programs should be evaluated on how many candidates actually receive a credential rather than how many simply finish coursework. Our program was given very high marks by the CTC program evaluation team even though only 11% of our candidates who finished coursework ever received their preliminary credential

Goal 3: Communication and Engagement

Communications:

1. Presenting webinars without providing written documents prior to the event. Analysts at least need to have the written document prior to the webinar, so they have some guidance to go by

2. Sharing varying information from different departments with the field

Stakeholder Engagement: No feedback from Stakeholders

Goal 4: Operational Effectiveness

Credentialing and Technology

1. Sending reject letters through US Mail
2. Requiring wet signatures
3. Requiring paper applications only for some documents
4. Allowing modification of columns on document look up screen
5. Providing confusing CTC Database; it is challenging to use

Funding:

1. Charging fees for ECE permits. The disproportionate earnings of this workforce illustrate the need for financial support or fee waivers for ECE Permit applicants. Financial barriers often prevent candidates from applying for these permits
2. Charging fees for credentials, tests, clearances and applications. Ensure that student teaching, internships and classroom hours are paid; acknowledge the need for continuous employment
3. Fifth year programs. Integrate a teaching degree into a four-year Bachelor's degree and ensure that teachers trained in this manner will be considered fully credentialed and paid accordingly

Research:

1. Being compliance driven. The Commission needs to lead the field to transition engagement practices (for students, families, and communities) from being compliance and/or activity-driven to being centered on relationships and systemic engagement

Data:

1. Improve data collection process for the ADS. The CTC Annual Data System is an ineffective system for data reporting. The prompts that guide the data collection are very unclear, and the

reporting that is required is not well aligned to the data that our institution collects which creates an added data collection burden for our staff.

2. Retire the ADS definition for completers and resume using the Title II definition for completers, so that we can provide more accurate data
3. Stop collecting data about teacher candidate sexual identity and orientation. This is highly problematic for small enrollment programs

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI):

1. Building ineffective systemic engagement with stakeholders. (*Effective systemic engagement requires establishing organizational and process conditions that facilitate relationship building based on trust, that are asset-based, culturally responsive, and where interactions are focused on student learning or school improvement.*)

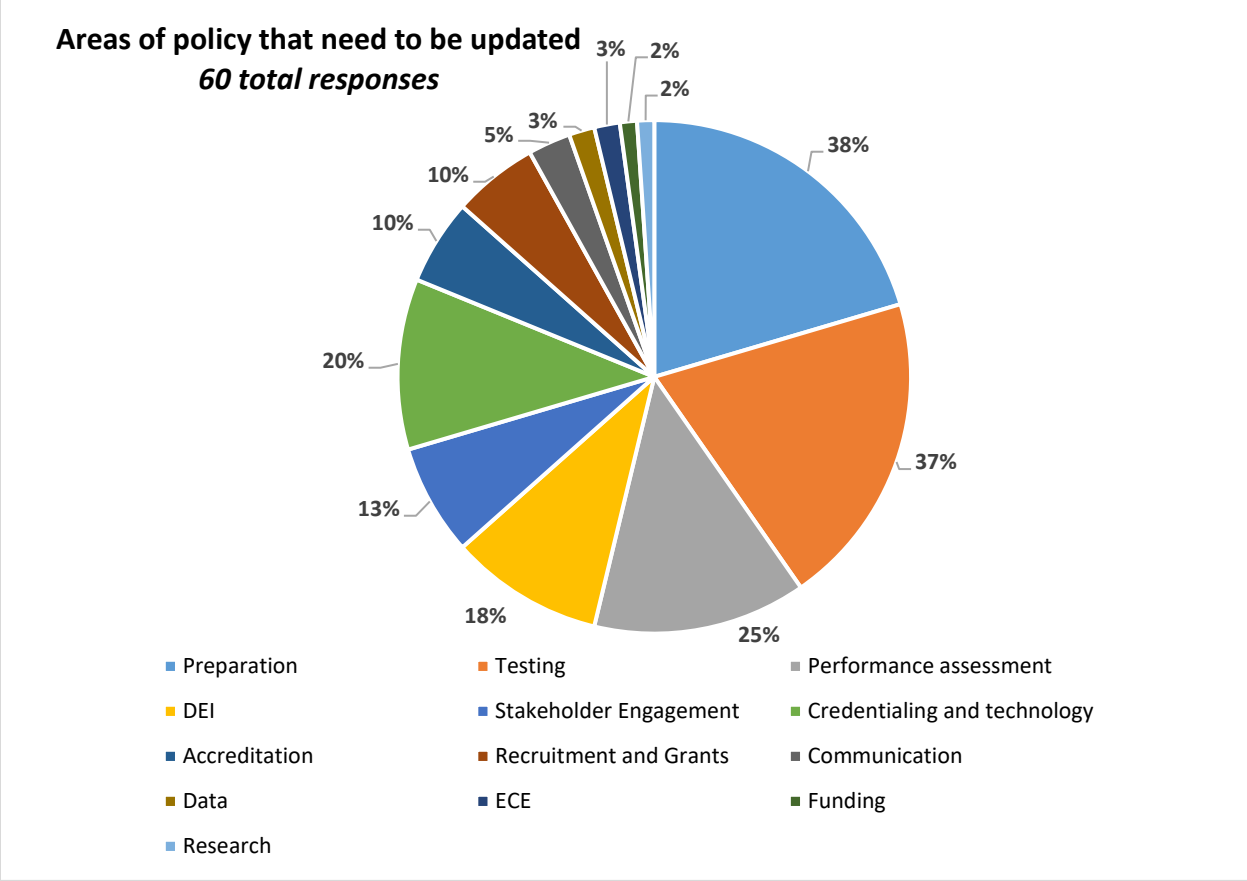
Early Childhood Education

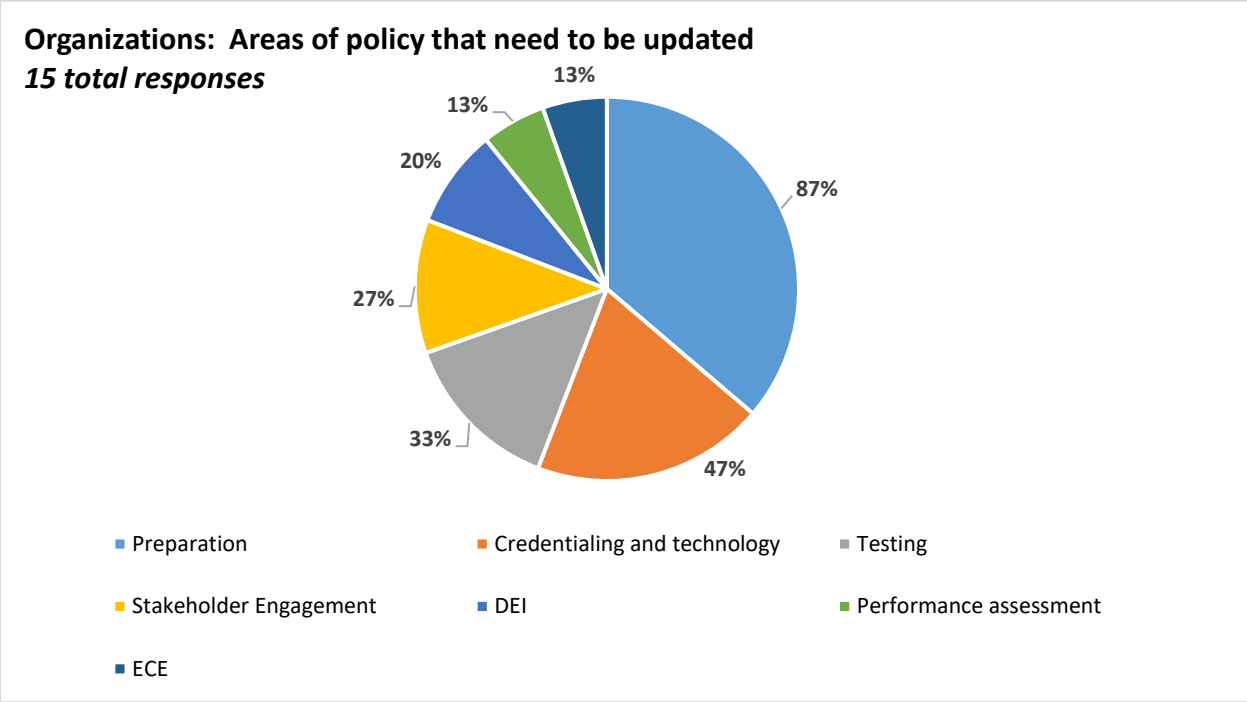
1. Allowing K-12 educators to make decisions for ECE field
2. Over-regulating. CTC is over-regulating CA out of teachers. The salaries and site conditions do not warrant the requirements. Over-regulating exacerbates the teacher shortage.

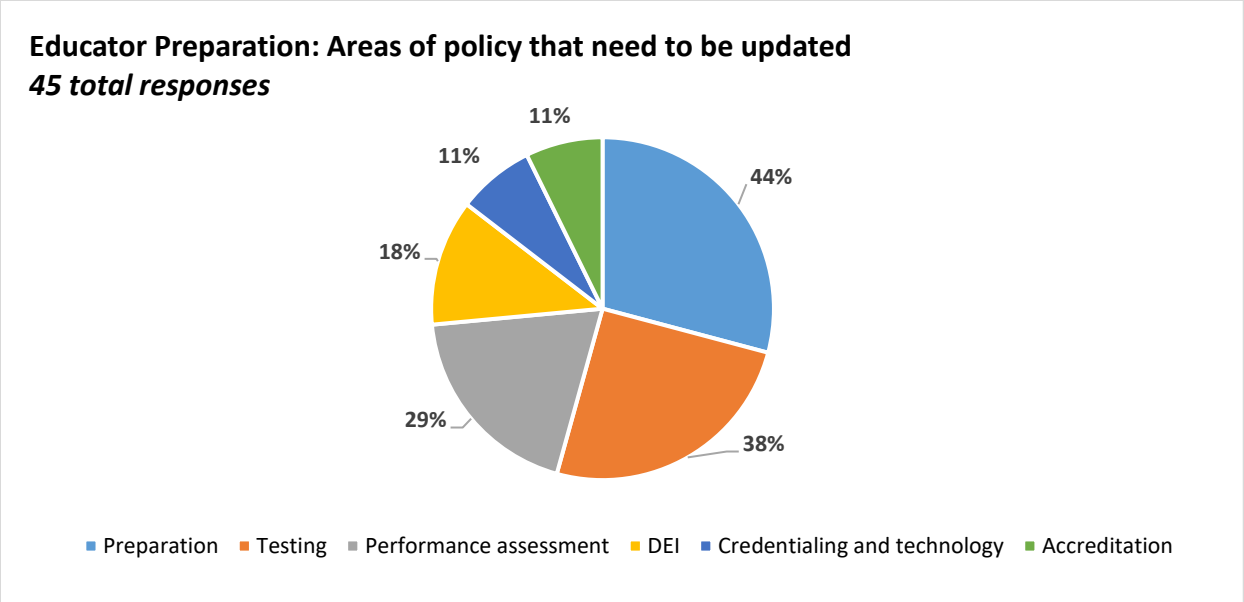
General

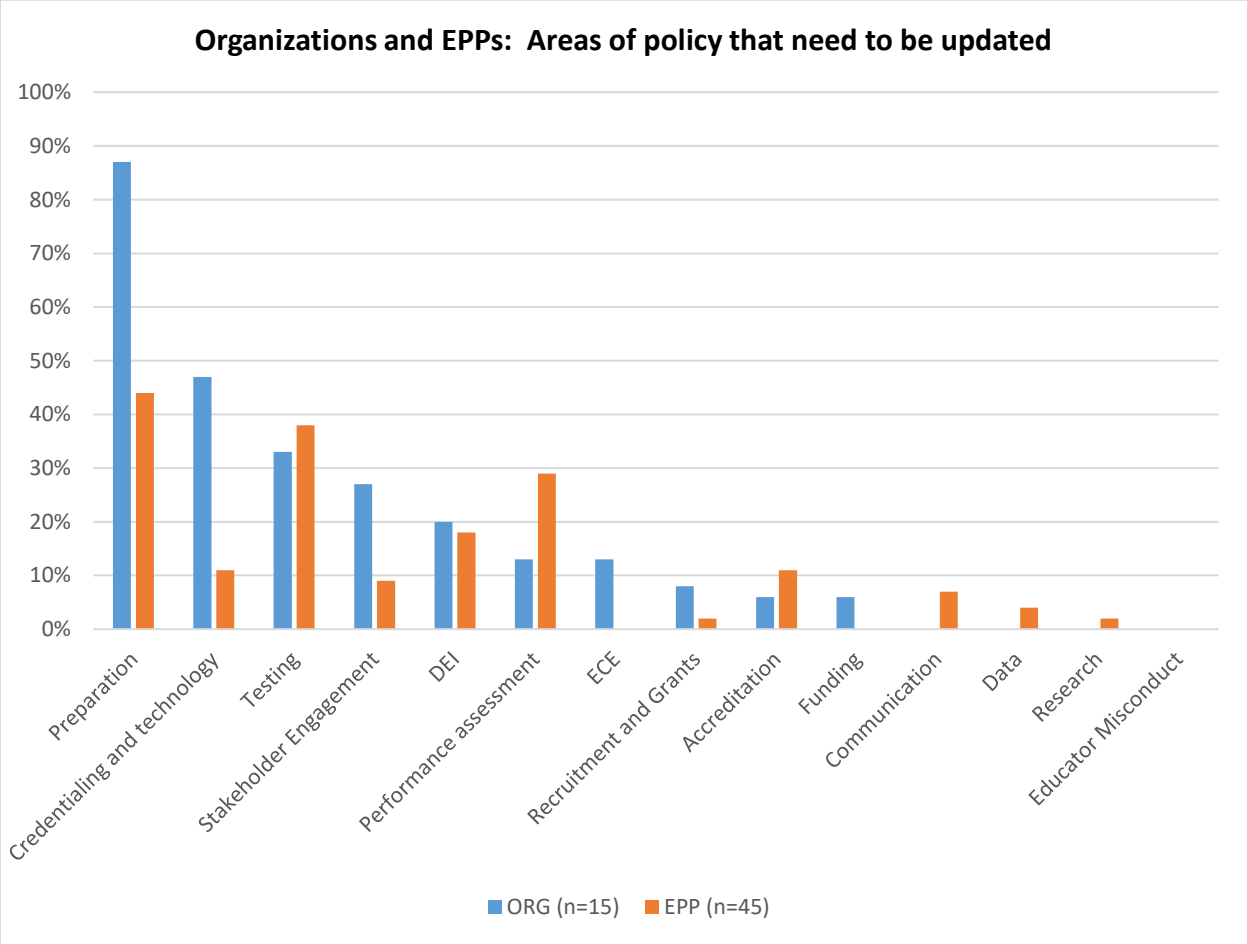
1. Stop lack of transparency; Must carefully prioritize and stage the work of the agency

Question 7: Summary Recommendations for "What areas of policy, if any, need to be updated?"






Educator Preparation: Areas of policy that need to be updated
45 total responses
11%
11%
44%
18%
29%
38%
Preparation
Testing
Performance assessment
DEI
Credentialing and technology
Accreditation


Organizations and EPPs: Areas of policy that need to be updated
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Preparation
Credentialing and technology
Testing
Stakeholder Engagement
DEI
Performance assessment
ECE
Recruitment and Grants
Accreditation
Funding
Communication
Data
Research
Educator Misconduct
ORG (n=15)
EPP (n=45)

Goal 1: Educator Quality

Recruitment and Grants

1. Whether it is policy, practice, or law the Commission should be playing some role in developing or keeping current professional educators. Ensuring that higher education faculty remain current in their profession.
2. It is a false assumption that ALL future teachers know what pathway they are entering while college freshmen. The false choice between early decision-making OR passing tests, adds to the teacher shortage. Community college students need time to try different career goals and options.
3. **I**ncrease teacher residency programs that work with district schools (in addition to charter schools) so teachers can become part of a district they can work in as a life-long career.

Testing

1. Collect information and advocate to reduce the financial burden on teacher candidates, including testing
2. Collect data to examine the impact on diverse teacher candidates as examinations are implemented over time
3. Eliminate the RICA

Performance Assessments

1. Consider relationship between CalTPA and anti-racist preparation, and the impact of CalTPA on diversity in the workforce
2. Consider how best to protect confidentiality with use of video in special education settings
3. Consider what alternatives may be needed that maintain the strength and integrity of initial preparation without the TPA requirement given that during COVID, the TPA requirement was postponed to the clear credential

Educator Misconduct: No feedback from Stakeholders

Goal 2: Program Quality and Accountability

Educator Preparation

1. Ensure workforce is prepared for California's changing demographics and that standards are culturally and racially relevant and responsive to the growing diversity in the state
2. Enhance Implicit bias addressed in teacher and leader performance expectations, the California Standards for the Teaching Profession, and in program standards for all EPPs
3. Require culturally responsive pedagogy and practice
4. Focus on and increase requirements for dual language learning and English Language Development for teachers and leaders
5. Require Parent and family engagement, including a focus on how educators relate to families with backgrounds and cultures different from their own
6. Include Educator Ethics Code of Conduct in program standards
7. Increase focus on self-care for all educators
8. Revise and update CTE standards
9. Consider options for fieldwork, including online options, that reduce the burden on candidates who have no control over school districts
10. Build relationships between educator preparation programs and LEAs and the importance of districts supporting candidates in clinical practice

11. Strengthen academic preparation for the MS credential in all core subjects as well as dual language, ELD, and computer science
12. Build capacity for distance learning for preliminary candidates
13. Focus on teacher well-being; recognize the increase in teacher mental health issues and engage preparation programs in discussion of ways to support teachers and leaders in preparation
14. Strengthen connection between undergraduate and professional preparation; reconsider the value of "subject matter first" policy and structure
15. Establish an ethnic studies credential
16. Convene stakeholders (including community colleges and universities) to examine how we can provide critical educator preparation coursework and support to these focused undergraduate students in a meaningful and systemic way
17. Expand support programs for beginning teachers that are not requirement oriented

Accreditation

1. Revise the Commission's fee structure; too high. Given the critical need for peer reviewers, institutions might get a "fee" break when their faculty/staff volunteer to serve on accreditation teams.
2. Review the Annual Data System (ADS) to update definitions for the data being collected to ensure consistency of data collection across program sponsors, and to ensure that the system is truly part of strengthening and streamlining accreditation rather than being an onerous reporting exercise the results in data that do not make sense within different program contexts and cannot be used for program improvement.
3. Increase timeliness of program review. CA needs special education -- yet we can't get a program reviewed on the new EdSp standards and cannot get one reviewed on the old ones in a timely way.
4. Ensure that committee members have read all of the institution's documents prior to the site visit in their respective area of review. Relying on volunteer teams brings challenges.
5. Decrease the number of rules and regs regarding the 7-year accreditation process for small schools. Every program should not be treated the same. The CSU has resources that the small programs do not have.

Goal 3: Communication and Engagement

Communications

1. Stop using terms that have been dated since at least 2000. There is widespread use of terms like LH (Learning Handicapped) and SH (Severely Handicapped) by districts across California. They are used in job postings and language in all manner of communication throughout the K-12 system
2. Communicate with the field asap in relation to COVID flexibility. For example: With COVID-19, we are getting students inquiring about CSET/CBEST and early field experience requirements for admission to our program for Sp'21. We need to know if the current EO will be extended through Sp'21

Stakeholder Engagement

1. Whether it is an expert panel, an advisory group, or the selection of Commission committee chairs, there should be equal representation of higher education and PK-12 segments.

Goal 4: Operational Effectiveness

Credentialing and Technology

1. Establish micro-credentials for inclusive education, culturally responsive practices, and social-emotional learning
2. Consider establishing new pathways to a teaching credential, and allowing time spent on an emergency permit to count toward required hours of clinical practice
3. Expand waivers and issuing options for teachers wishing to add a credential area
4. Increase use of electronic submissions, signatures, and communications

Funding

1. Provide funding for Child Development (CD) Permit: consider new funding mechanism outside of fees to support CD Permit

Research

1. Collect demographic information from all stakeholders to examine data and ensure equity

Data

1. Collect demographic information from all stakeholders to examine data and ensure equity

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI)

1. Apply the lens of racial justice to every policy and action undertaken by the Commission; diversity, equity and inclusion should be at the forefront of any work done by the Commission
2. Develop a proactive policy related to social justice and anti-racist teaching and teaching ethnic studies
3. Consider what aspects of Commission policies and practices enable or constrain recruitment of a diverse educator workforce
4. Focus on how to bring more teachers of color into the profession and examine how induction can work to support their retention
5. Increase diversity on accreditation review teams and in the Commission workforce
6. Ensure that student diversity is accounted for in performance assessments and other tests
7. Identify and remove barriers for teachers of color and career changers to enter the profession
8. Continue to seek funding opportunities that support recruitment and retention of educators of color
9. Launch public information campaign and identify incentives to recruit teachers and leaders of color into special education positions
10. Identify and eliminate hurdles to entering special education
11. Consider relationship between CalTPA and anti-racist preparation, and the impact of CalTPA on diversity in the workforce
12. Establish a clear goal of diversifying the profession; consider the Commission's role in enabling or constraining progress in this area

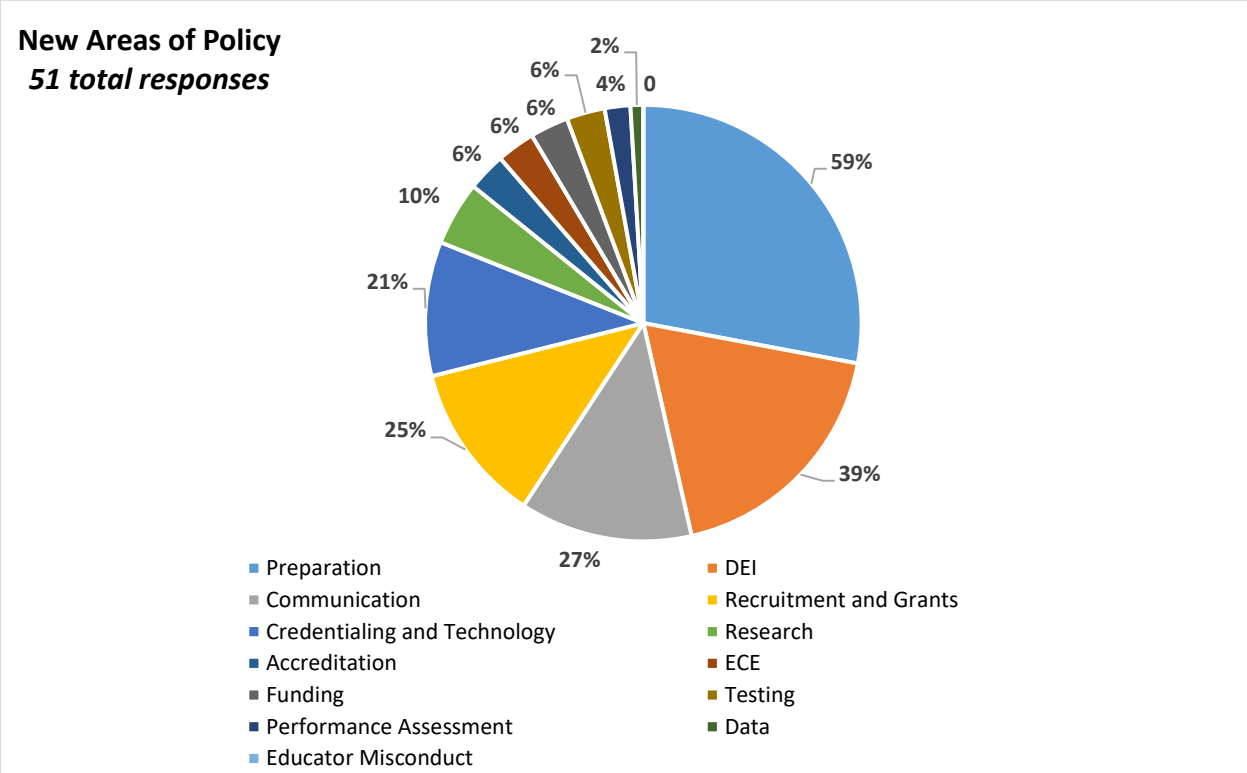
Early Childhood Education

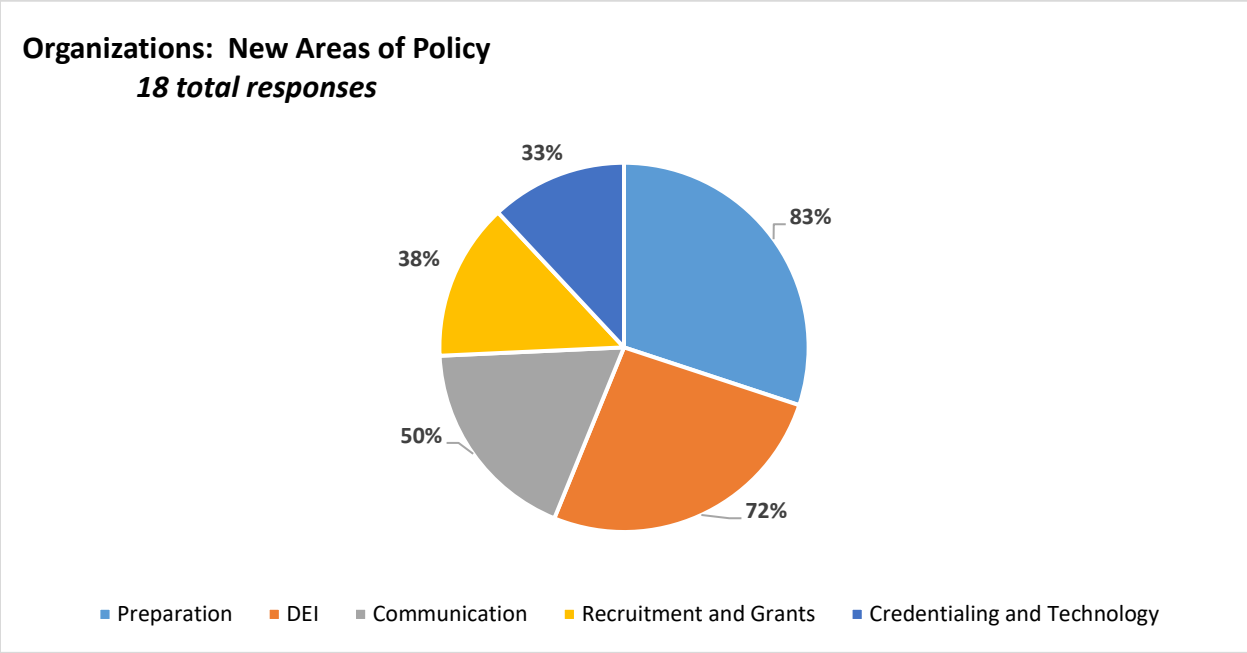
1. Engage with all ECE stakeholders
2. Advocate for adequate and equitable compensation for ECE
3. Establish an Early Childhood Educator credential

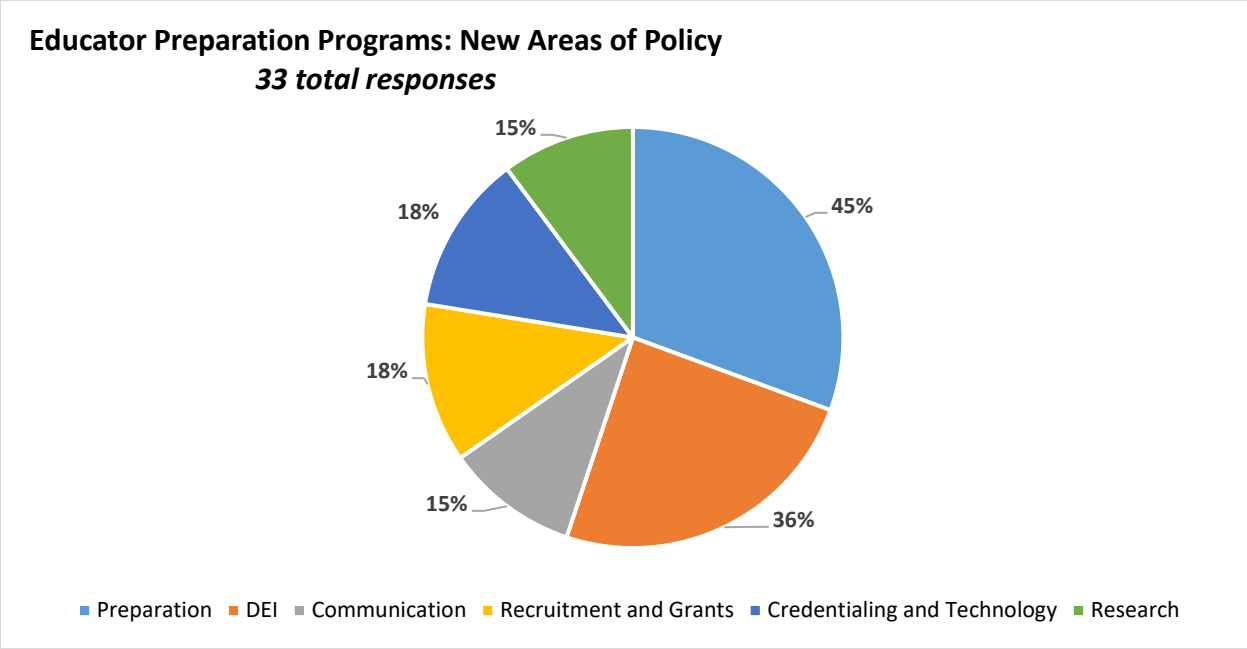
General

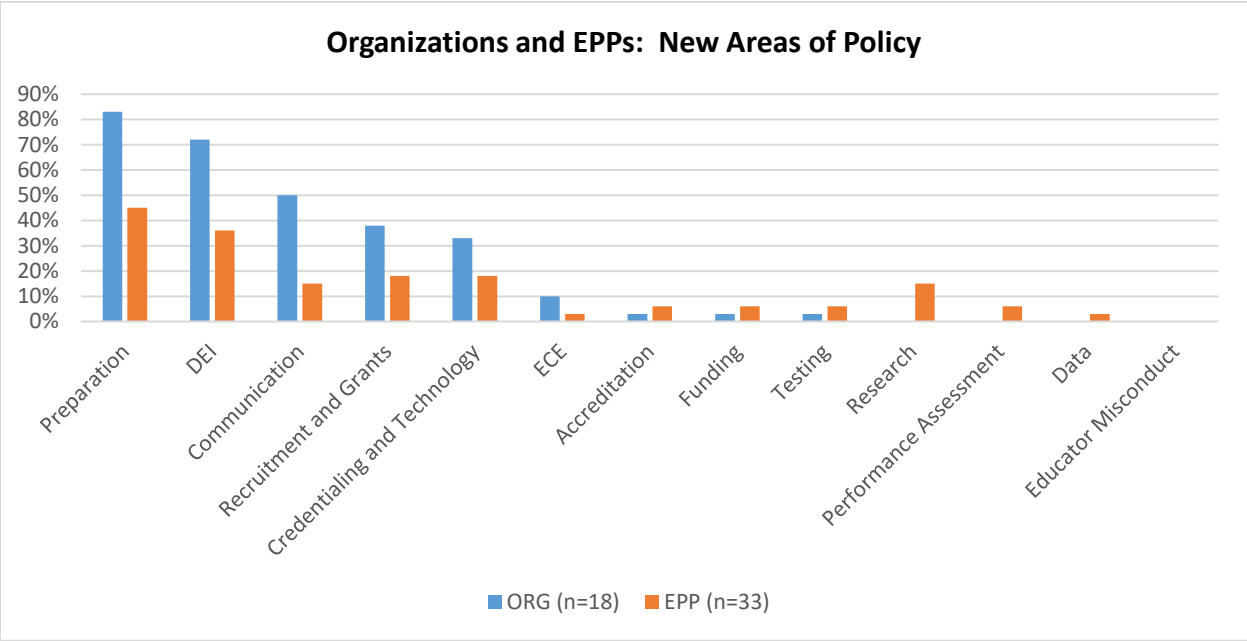
1. Clarify Commission policy to allow Charter Schools to operate residency programs
2. Consider setting up regional offices throughout the state
3. Privatization: consider the impact of privatization and corporate influence on education; strengthen teacher autonomy in curricular decisions

Question 8: Summary of Responses for "What new policy areas should be taken up by the Commission?"









Goal 1: Educator Quality

Recruitment and Grants

1. Increasing teacher degrees at the BA level (keep our CA talent in CA), and creative ways of incentivizing young people entering our field
2. Actively working with institutions on diversifying the workforce
3. Increasing focus on teacher retention
4. Recruiting and retaining more educators of color and from diverse linguistic backgrounds
5. Bringing more teachers of color into the profession. Examining how induction can work to support teachers of color

6. Intentionally creating policies to increase the advantages for and presence of educators of color in CA classrooms and schools.
7. Supporting continued initiatives (grants) to help provide funding for individuals to enroll in educator preparation

Testing

1. Remove RICA as a requirement
2. Eliminate or streamline the number of tests required for certification

Performance Assessments

1. Consider whether the CalTPA fits within the twin goals of (1) antiracist teacher preparation and (2) diversifying the CA teaching force. If not, revise or eliminate it
2. Consider the violations of confidentiality when requiring Education Specialists to video-tape for purposes of the CalTPA

Educator Misconduct: No feedback from Stakeholders

Goal 2: Program Quality and Accountability

Educator Preparation

1. Require explicit training and preparation for teachers and administrators that includes looking at implicit bias through multiple pathways:
   - TPEs
   - CSTPs
   - Program standards
2. Strengthen subject matter preparation for Multiple Subjects to include all subject areas of instruction, especially science and computer science.
3. Build an Educator Ethics code of conduct into program standards.
4. Eliminate test barriers.
5. Increase para- to -teacher pipeline.
6. Create internships and apprenticeships, including those at the community college level, and help to secure funding for these programs
7. Examine rules for fieldwork that preclude using private schools.
8. Consider alternative pathways to earn a credential, including allowing teaching on an emergency permit to count towards program completion.
9. Focus on providing more support programs for beginning teachers rather than developing punitive policies.
10. Revise and update CTE standards.
11. Create Ethnic Studies credential.
12. Allow LEAs to operate Residency programs.

Accreditation

1. Review programs at a HIGH level, not a micro level
2. Allow for electronic signature, communication and documentation of submissions for accreditation

Goal 3: Communication and Engagement

Communications

1. Develop dedicated Public Relations campaigns on hot topic issues including:
   - New Special Education TPEs, Program Standards, and Credential Authorizations
   - Resources and strategies to support and improve distance learning.
   - Intentional outreach to community college students and dual enrollment high school students to encourage them to enter teaching.
   - Focus efforts on recruitment and retention, especially for teachers of color.
   - Provide information to the public on teacher expertise and credentials for Charter and public schools

Stakeholder Engagement

1. Encourage and study student, family, school and community engagement, including laws and best practices in order to research more deeply with stakeholders and agencies to think through how to best shift practice in California
2. Encourage and facilitate communication and cooperation between undergraduate preparation and educator preparation programs
3. Ensure that when stakeholder feedback is solicited, all educational groups are invited to participate
4. Open regional offices throughout the state to develop district and program partnerships.
5. Facilitate relationships with IHEs and Districts and promote the importance of districts supporting candidates in clinical practice.

Goal 4: Operational Effectiveness

Credentialing and Technology

1. Allow electronic submissions of documentation, signatures on applications, and communications of application statuses.
2. Create new and alternative options for emergency teacher licensure when a teacher already holds a full credential.
3. Create Micro-credentials in the areas of transition, inclusive education, culturally responsive practices, and social- emotional learning.
4. Add a requirement for 150 hours of continuing education for PPS School Psychologist credential renewal.

Funding

1. Collect information and help advocate for the financial burden on teacher candidates that would be helpful, including the amount of testing
2. Seek support for the CTC to be a legitimate function of State Governance, not reliant on annual fees for licensing and accreditation only

Research

1. Study whether the CalTPA fits within the twin goals of (1) antiracist teacher preparation and (2) diversifying the CA teaching force. If not, revise or eliminate it. (PA) That issue could be taken up by an ad-hoc committee of teacher educators and others working with commission personnel
2. Study the big picture, take the long horizon view. How can the CTC ensure a quality teaching force? Adequate teaching force? Quality leadership?

3. Increase intentional policies to offer advantages for and presence of educators of color in CA classrooms and schools.
4. Establish a clear goal of diversifying the education profession
5. Study teacher wellbeing. Teacher mental health issues have increased in recent years.

Data

1. Collect better testing data to examine impact on diverse teacher candidates as exams are implemented over time (after initial bias review)

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI)

1. Require newly credentialed candidates to experience a scope and sequence of equity curriculum, including implicit bias training, within their university programming.
2. Ensure a lens of racial justice be applied to every policy and action undertaken by the Commission
3. Continue effort to create policies and procedures that attract and prepare more teachers and other educational practitioners of color and who are fluent in multiple languages
4. Re-think how educators relate to and engage with students and families, especially those student/family populations that are minority and low-income
5. Ensure diversity on review teams, ensure student diversity is accounted for in performance assessments and other tests, and ensure diverse hires within CTC staff ranks
6. Provide equitable access so that students of color and second language students can be successful

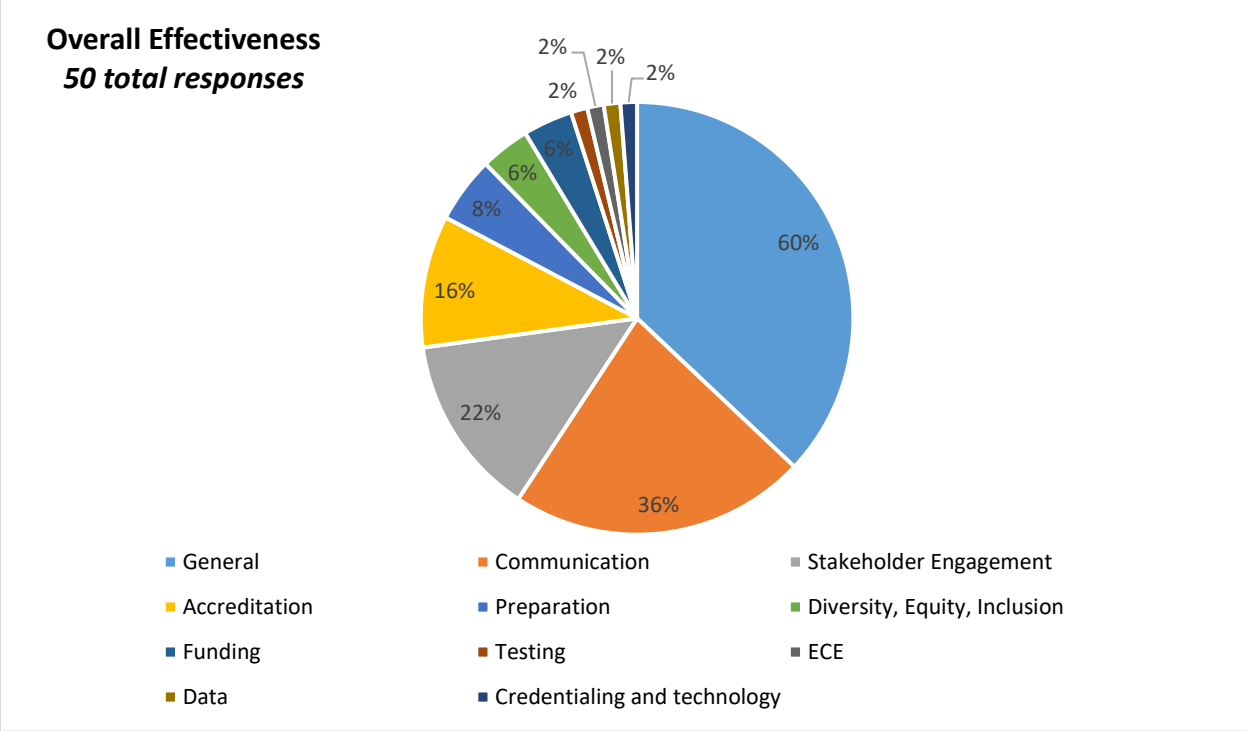
Early Childhood Education (ECE)

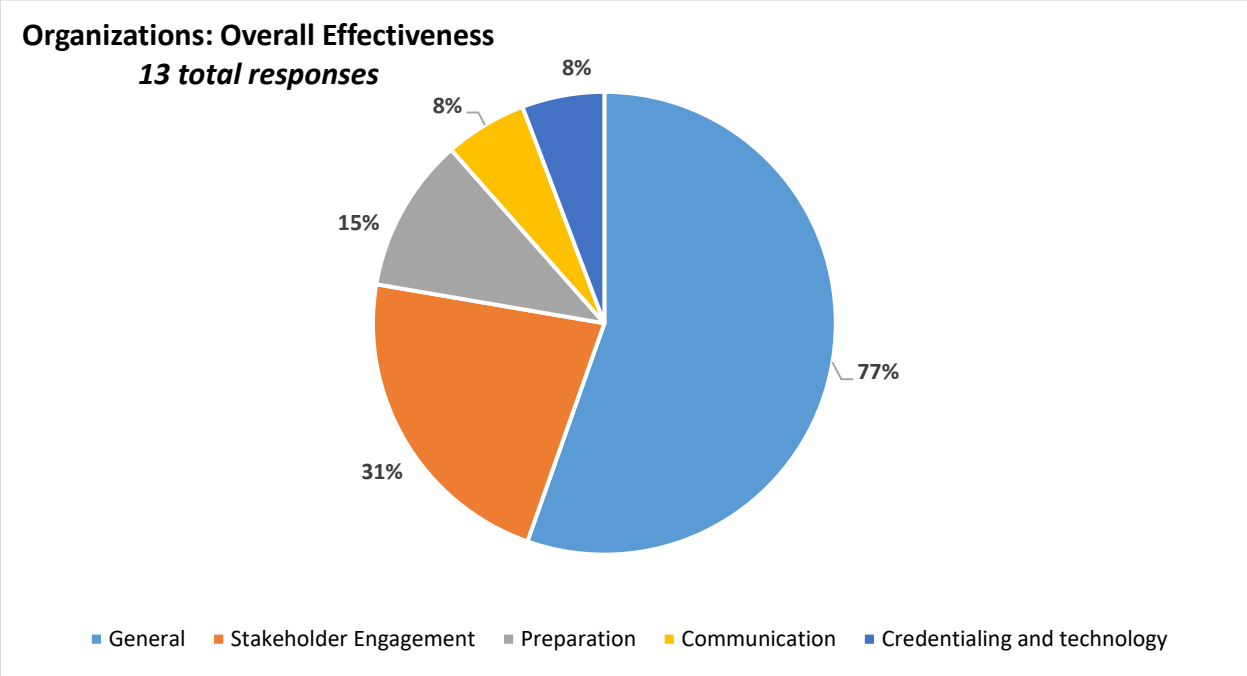
1. Reduce cost barriers for ECE candidates, including application fees and salary disparities
2. Develop an ECE credential structure that meets the needs of the students and workforce

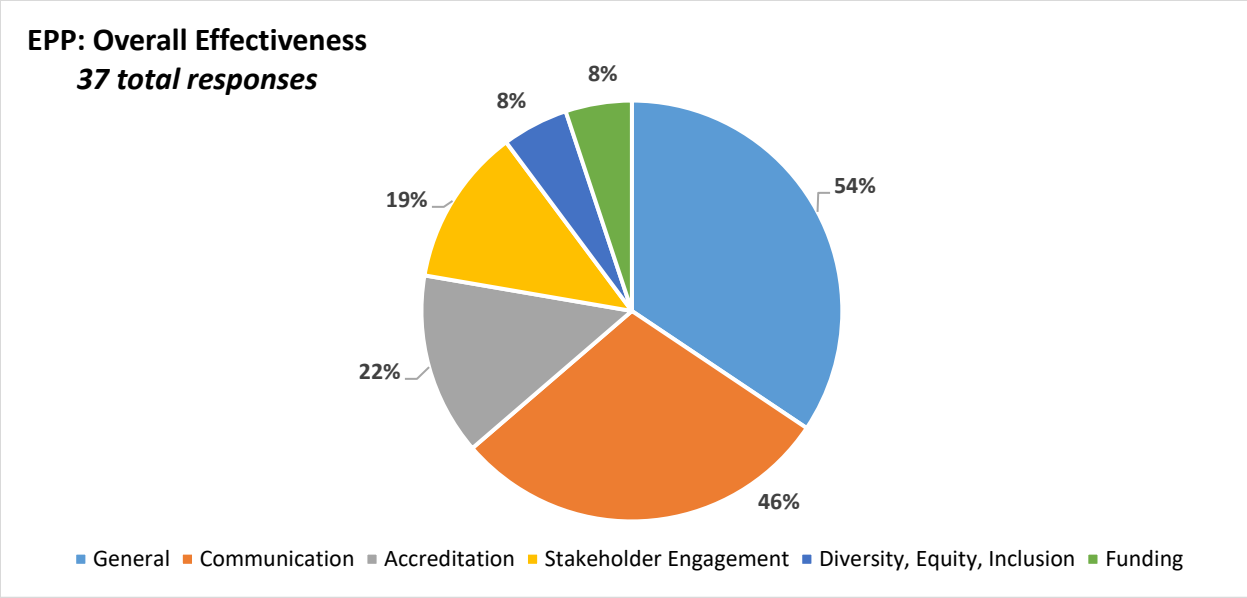
General

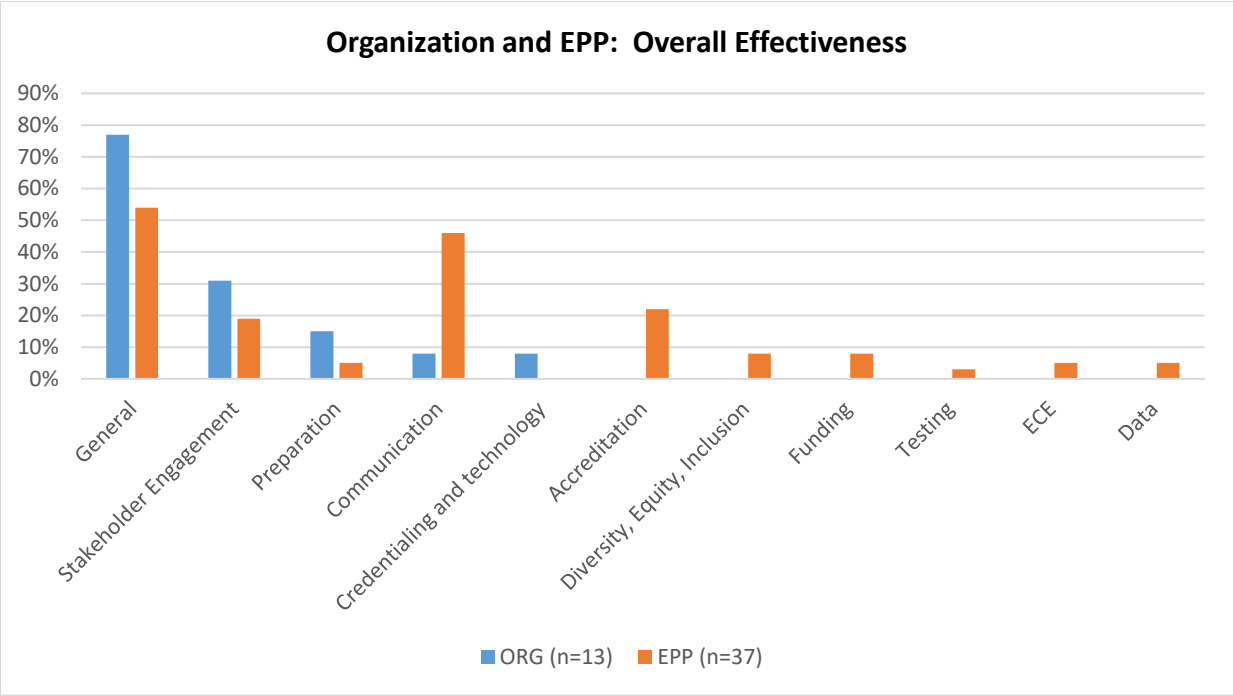
1. Address teacher wellbeing as it relates to the mental health of the educator workforce
2. Pursue what can be done so that CTC is supported as a legitimate function of State Governance, instead of being reliant on annual fees for licensing and accreditation only

Question 9: Summary of Responses for "How satisfied are you with the Commission's effectiveness?"









Goal 1: Educator Quality

Recruitment and Grants

1. From the Teacher Preparation lead perspective, the process seems somewhat vague and complicated to many TPP students seeking a credential. Mentoring and support ensures that teacher retention improves

Testing

1. Adding tests, rather than subtracting tests is not effective

Performance Assessments

1. Increased TPA and TPE support
2. CalAPA exams are not an advancement
3. Areas of improvement: guidance and training on ED Specialist TPA

Educator Misconduct: No feedback from Stakeholders

Goal 2: Program Quality and Accountability

Educator Preparation

1. Commission plays an active and meaningful role in the preparation of educators in California and operates as a team with preparation programs and LEAs.
2. Commission is doing a great job at what it does best - maintain established practices and norms in the field of education.
3. Address the need of adding 150 hours of CEU requirement to the renewal of PPS school psychologist credentials. Requiring the addition of 150 hours of CEU to credential renewal will ensure that school psychologists are up to date on important trends, are well-versed in best practices, and are aware of relevant research and legislative changes in the field
4. Appreciate open opportunities to discuss plans and potential impacts on educator prep programs

Accreditation

1. Helpful during our accreditation review; however, it took all of the time and energy of our very small faculty. This meant less attention to other matters such as marketing and recruiting which hurt us this year. Hard for smaller universities with limited resources
2. "Shout-out" to the Commission accreditation consultants. They have been responsive, professional, and helpful
3. Sometimes having such strong standards discourages innovation in education
4. Commission has a long way to go to encourage meaningful program improvement as opposed to mindless compliance. Compliance takes all the energy, leaving no time for an honest discussion about program quality
5. Provide a more streamlined and efficient accreditation process

Goal 3: Communication and Engagement

Communications

1. Strong and seemingly endless support, leadership and guidance which have been particularly appreciated during this season of pandemic and civil unrest
2. Response to questions and support from individual areas has been outstanding
3. Provides both global and personal support. I can go to the website and find the latest updates. I can email our CTC contact and get a timely response to an issue we are facing
4. Effective in connecting with the universities across the state in navigating the challenges of the COVID-19 era and in ongoing accreditation requirements. We appreciate the degree of commitment shown across the board
5. Helpful to communicate in written and webinar forms
6. Effective, sometimes just a little stuffy or unapproachable.
7. Improved in a variety of areas including access to information. Cumbersome to get help from the CTC; have to call other programs to get answers

8. Gives conflicting program information...CTE is a prime example. Clearly explain policies and requirements
9. Make response time from the commission to email/phone within a 24 hour period. At times program emails to the commission have never received replies. Since the "Stay at home" order, responses have been quicker. Attend to the specific question in the communication instead of replying with a direct quote
10. Too slow. Too slow. Too slow. Understaffed and reliance on volunteers - it's not working. Stop being so focused on micro-details
11. Learning curve for an Intern program director was extremely high with little support to comprehend the program standards, common standards, preconditions, TPEs, and TPAs. I made errors that I know would not have occurred had I had consistent ongoing support. Better now, 6 years in.
12. CTC's responsibility is HUGE. Staff are amazing & so hard-working & detailed/ comprehensive; the Commission is dedicated; the Executive Director is incredibly competent and communicative as well as constructive
13. I have often asked for mentorship opportunities, as a program director in my role for 3 years, and this has never been something that the Commission has shared is available. Better training is needed for leaders of programs to understand all components of the commission pertaining to them (credential aspects and accreditation aspects) as a whole, so that as leaders we can do a better job of ensuring we stay in alignment with requirements, and support our students in the best way possible.
14. Turnover of leadership positions, credential analysts, faculty should all be expected; how can information be packaged in ways that assist understanding of the whole structure

Stakeholder Engagement

1. Interactions I have had with Commissioners or staff members have been positive, open, and responsive to requests
2. Hold a very high opinion of how Commission staff, leadership and the CTC Members who jointly carry out the work of the Commission to support educators and K-12 students in the state.
3. Appreciate willingness by staff to communicate. CTC has a difficult job, balancing many interests and demands by multiple constituencies
4. Create collaborative opportunities for the field/discipline to partake in shaping the necessary training requirements to ensure that children and their families are served by high quality teachers is critical in promoting better outcomes.
5. Collaborates well with stakeholders and works to prepare high-quality educators to serve the diverse needs of students in California.
6. Charter schools appreciate engagement, but a number of policies need to be updated to better meet the needs of the field
7. Appreciate the partnerships that the CTC has with educational professional programs and find it a healthy relationship

Goal 4: Operational Effectiveness

Credentialing and Technology

1. CTC is traditionally where students go to get credentialing and permit information. CTC should be the premier community of educator support, where CA teachers are supported from the moment they consider the field of education throughout their career in the classroom

Funding

1. Support more funding for the Commission. Consultants/staff are stretched very thin and with additional funding they could explore creative ways to help improve CA schools and ensure excellence and equity for all students
2. The scope of work for CTC is so big, the authority is not in alignment with the responsibility, it is not adequately supported or securely funded
3. Thank you for your interest in obtaining feedback from various stakeholders that have a vested interest in providing California's children with high quality care and education. As a public agency, this can be a difficult task especially when funding is limited
4. CTC is as agile and responsive as any state-agency can be and does so with extremely limited funding.

Research: No feedback from Stakeholders

Data

1. An area for growth for the Commission continues to be the collection and use of data that can be used to inform decisions and clarity on its expectations around the collection and use of data by the program sponsors it accredits

5. Multi-Categorical Feedback

Diversity, Equity and Inclusion (DEI)

1. Increase courageous and inspired leadership that would allow educational spaces to evolve in more democratic and pluralistic ways
2. Commit to diversity in CTC's leadership, antiracist teacher preparation, diversification of CA teaching force

Early Childhood Education (ECE)

1. Collect feedback from early childhood professionals; CTC does not equitably and adequately understand and address the needs of the early childhood field (i.e., there is no voting member with ECE-specific professional expertise on the commission)

General

1. CTC maintains the entire credentialing system, while simultaneously making improvements to address current needs. The work is highly technical and complex
2. Doing a great job in a difficult and important area of responsibility and provides outstanding service to the field
3. Lack of attention and/or understanding of the unique challenges faced by intern programs
4. Supports everyone; we saw this during the COVID-19 initial phase
5. Grateful for the guidance and support we have received from the commission
6. I work with a lot of governance, and this is an effective governance organization
7. CTC clearly cares about the education of K-12 students in California. Representatives I have worked with have been very impressive and aligned with the needs of our schools.
8. In my life, both personal and professional, I've never interacted with any governmental agency which consistently is so helpful and maintains such high standards