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Information/Action

General Session

Strategic Planning Session

Executive Summary: At its December 2020 meeting, the Commission held a strategic planning session to review stakeholder feedback on the Commission's priorities for the next five years. This agenda item provides a summary of issues and questions surfaced by Commissioners during the December strategic planning session and provides an opportunity for Commissioners to consider areas for further study and needed updates to its mission, vision, values, and goals for the next five years.

Recommended Action: Staff seeks direction regarding needed updates to the mission, vision, values, goals, and strategic objectives included in the Commission's current strategic plan.

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 Session

Introduction

At its December 2020 meeting the Commission held a strategic planning session to review stakeholder feedback on the Commission's priorities for the next five years. This agenda item provides a summary of issues and questions surfaced by Commissioners during the December strategic planning session and provides an opportunity for Commissioners to consider areas for further study and needed updates to its mission, vision, values, and goals for the next five years.

Background

The Commission's current [strategic plan](#) was adopted in 2014. In January 2020, the Commission discussed its [Priorities for 2020](#), which included updating the strategic plan. 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. Most of the 82 external survey responses were from institutions or organizations involved with or sponsoring educator preparation. [A high-level summary of the external survey results](#) was presented to the Commission during its October 2020 meeting.

In December 2020, the Commission engaged in a four-hour strategic planning work session. The [December agenda item](#) provided an overview of the Commission's statutory mandate ([Attachment A](#)) as well as access to [the full range of stakeholder responses](#) to questions focused on the Commission's mission, what it is doing well, what it should stop doing, areas of policy that should be introduced or updated, and an overall rating of the Commission's perceived effectiveness. During the work session, Commissioners, staff, and members of the public met in breakout groups to review and discuss survey findings. Comments and observations surfaced by Commissioners during these sessions are included in [Attachment B](#). During the February 2021 meeting, Commissioners will revisit the current strategic plan in light of statutory mandates and stakeholder feedback with the objective of identifying areas for further study and needed updates to the strategic plan.

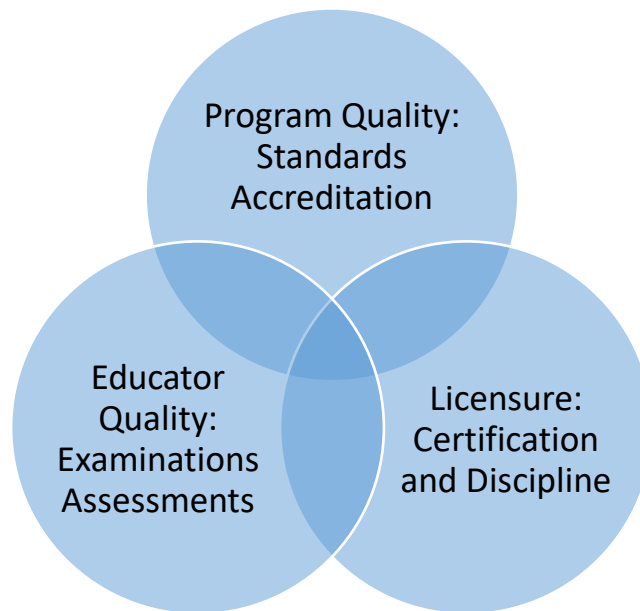
The Commission's Mandate

The Commission's primary responsibilities as framed in statute include:

1. Issuing credentials and licensing California educators;
2. Setting standards for the preparation of the education workforce;
3. Accrediting educator preparation programs and supporting the work of the Committee on Accreditation;
4. Developing and maintaining educator examinations and performance assessments;
5. Monitoring and addressing educator misconduct and supporting the work of the Committee of Credentials;

6. Managing teacher recruitment and development grants; and
7. Reporting to the public and policy community on an array of credentialing issues.

In implementing these broad areas of responsibility, the Commission is also required by statute to engage practitioners and other knowledgeable stakeholders in the development of standards, policies and programs, partner with other governmental agencies, and maintain an effective agency. The following diagram depicts the three areas of the Commission’s mandated work around which most agency activities are undertaken:



Current Strategic Plan

In 2014, as part of the strategic plan development process, the Commission considered its mandated responsibilities and adopted the following vision, mission statement, values, multi-year goals, and strategic objectives to guide its work:

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 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.

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.

Stakeholder Feedback

Of the 82 responses to the Commission's survey, the vast majority were from entities who work within the context of educator preparation. Commission staff analyzed stakeholder feedback and identified the following 15 areas of Commission work, organized around the four goal areas in the strategic plan, that were the most often referenced:

- Goal 1: Educator Quality -- Recruitment and Grants, Testing, Performance Assessment, Educator Misconduct
- Goal 2: Program Quality and Accountability -- Educator Preparation, Accreditation

- Goal 3: Communication and Engagement
- Goal 4: Operational Effectiveness -- Credentialing and Technology, Funding, Research, Data
- Multi-categorical Feedback -- Diversity, Equity and Inclusion, Early Childhood Education, General

Stakeholders were asked to frame, in their own words, what they thought was the Commission's mission. Most of the feedback aligned closely with the current mission statement and the Commission's statutory mandate, with some variation and expansion. For the 15 statements below, there is already work taking place and the updated strategic plan will continue to guide future work in each area. The summary feedback from stakeholders regarding the Commission's mission is provided below.

Goal I: Educator Quality

1. Ensure well prepared educators that are prepared to serve all children
2. Oversee professional practice and discipline; determine that educators meet requirements for credentials
3. Play a leadership role in advancing the profession
4. Help bolster the profession of education by creating common bonds, language, and professional vision amongst teaching professionals in California
5. Develop and administer performance assessments

Goal II: Program Quality and Accountability

1. Help bolster the profession of education by creating and evaluating rigorous standards for teaching (educator) practice and preparation; set standards that are student facing
2. Safeguard the integrity and quality of educator preparation in California; ensure quality preparation through accreditation
3. Provide guidance and support to educator preparation programs

Goal III: Communication and Engagement

1. Disseminate information about quality preparation programs
2. Lobby on behalf of candidates and employers
3. Collaborate with stakeholders
4. Analyze hiring trends and inform the state
5. Serve as a critical link in the cradle to career data chain

Goal IV: Operational Effectiveness

1. Maintain agency operations within the state budget, laws, and regulations
2. Provide an infrastructure and governance vehicle through which teacher education programs can be organized, refined, assessed, and supported

Stakeholder survey responses are provided in the [December agenda item](#) with data tables, and access to an excel spreadsheet with all responses is available [here](#). Observations and comments from Commissioners collected during the December 2020 meeting are in Attachment B.

Questions raised by the Commission during the December 2020 meeting that could lead to further study are listed below.

Commissioner questions related to Goal I:

1. Recruitment and Retention
 - a. What role does the Commission play in the recruitment of a diverse teaching workforce?
 - b. How do we examine different models to promote teacher recruitment into the profession?
 - c. How do we meet the human needs of the teaching profession to support teacher recruitment and retention?
 - d. How could the public better understand avenues for becoming a teacher?
 - e. Are there other resources or ways the Commission can think of providing support to address what influences people to leave the field, considering that the Commission cannot affect specific working conditions within LEAs/employers?
 - f. What has been the impact of the multiple grants to recruit and prepare Special Education Teachers?
2. Testing and Performance Assessment
 - a. Some stakeholders want to eliminate testing, but how else would the Commission show candidates are ready for a credential?
 - b. Should performance assessments be discontinued or adjusted in light of the many other requirements and recruitment/persistence issues?
3. What can the Commission do to be a leader in Diversity, Equity and Inclusion (DEI)?
4. Why weren't there more stakeholder comments around misconduct?
5. What kind of ongoing, meaningful professional development is possible after induction/clear credential?
6. Could we learn more about a potential code of ethics?
7. How can the Commission use data to show when candidates are ready for a credential?
8. Should the Commission be collecting sensitive data such as sexual preference, gender at the individual candidate level and provide better protections around these data?

Commissioner questions related to Goal II:

1. How can data help with decision making for program improvement?
2. Should non-IHEs prepare teachers?
3. How can science literacy be integrated into Multiple Subject preparation?
4. What are the ways the Commission trains, shifts mindsets in current credential holders in DEI thinking?
5. How much can the Commission deal with the financial side of teacher preparation?
6. What does research show about undergraduate educator preparation?
7. How can family partnerships be built into the Multiple Subject/Single Subject credentials as seen in Education Specialist credentials?
8. How does dual immersion fit into anti-racist education?
9. What role does SES play in the preparation of teachers?

Commissioner questions related to Goal III:

1. What can we do to the Commission website to make it be more user oriented?
2. Is there a way the Commission can more actively seek teacher candidate voices?
3. How could public better understand avenues for becoming a teacher?
4. What are the possibilities for closer collaboration with other state education agencies?

Commissioner questions related to Goal IV:

1. Is the Commission doing things the best way? (organizational reflection across the Commission...e.g. what does data do for the agency or for EPPs?)
2. How can micro-credentials provide a shorter route to being able to become employed, especially for special education? Could this be a way to support a teacher career ladder?
3. How can the Commission step up the pace of incorporating Early Childhood Education into the credentialing system?
4. What has been the impact of the multiple special education grants the Commission has been implementing?

Evaluating the Strategic Plan

Taking into consideration the Commission's statutory mandate, the findings and recommendations emerging from the stakeholder survey, and the issues surfaced during the December Strategic Plan work session:

1. Does the current mission, vision, and values continue to reflect this Commission's understanding of and approach to the work? What, if anything, is missing or no longer current?
2. Multi-Year Goals: What needs to be updated? Eliminated? Added?
3. What would the Commission like to study more fully in the coming year?
4. What are the Commission's top three priorities for the coming year? Within 3 years? Within 5 years?

Staff Recommendation

Staff seeks direction regarding needed updates to the mission, vision, values, goals, and strategic objectives included in the Commission's current strategic plan.

Next Steps

Based on the Commission's feedback and direction, the staff will develop a draft revised strategic plan for consideration at a future Commission meeting.

Attachment A: The Commission's Statutory Mandate

The applicable statutes that guide the Commission's work are provided below. These are not comprehensive of all Education Code sections that authorize the Commission's work but are the broader statutes that govern the scope of the agency's work.

Licensing of California Educators

- Grant a preliminary teaching credential to candidates who meet the requirements ([Ed Code section 44225 \(1\)](#)).
- Grant a professional teaching credential to candidates who meet the requirements ([Ed Code section 44225 \(2\)](#)).
- Grant teaching specialty licenses including adult education, early childhood education, bilingual education, and school services which include administrators, counselors, librarians, nurses and therapists ([Ed Code sections 44225\(2\), 44225\(3\) and 44225\(4\)](#)).
- Establish standards for the issuance and renewal of credentials, certificates and permits ([Ed Code section 44225\(d\)](#)).

Accreditation of Educator Preparation Programs

- Establish standards, assessments and examinations for the entry and advancement in the education profession ([Ed Code section 44225\(a\)](#)).
- Adopt a framework and general standards for the accreditation of preparation programs ([Ed Code section 44225\(h\)](#)).
- Establish a system for accreditation of educator preparation ([Ed Code sections 44372, 44373 and 44374](#)).
- Ensure subject matter competency through assessments and/or programs for teaching credentials ([Ed Code section 44225 \(r\)](#) and [Ed Code section 44311](#)).
- Develop and administer performance assessments ([Ed Code section 44320.2](#)).
- Collect annual Accreditation Fees and Extraordinary Fees ([Ed Code section 44374.5](#)).

Monitor and Address Educator Misconduct

- Establish and appoint individuals to a Committee of Credentials ([Ed Code section 44240](#)) and have direct supervision of the Committee ([Ed Code section 44242](#)).
- Present allegations of misconduct by an applicant or credential holder to the Committee of Credentials, which includes an initial investigation for probable cause of the allegation ([Ed Code section 44242.5](#)).
- May adopt recommendations for discipline based on the Committee of Credentials finding of educator misconduct ([Ed Code section 44244.1](#)).
- Privately admonish, publicly reprove, revoke or suspend for immoral and unprofessional conduct an individual's credential or deny approval of an application for a credential for evident unfitness for service ([Ed Code section 44421](#)).

Additional Work Governed by Ed Code

- Monitor and report on the assignments of educators to determine they are assigned according to the document that has been issued to the educator ([Ed Code sections 44258.9](#) and [44258.10](#)).
- Oversee grant programs aimed at supporting educators moving into the teacher pipeline, particularly in areas of high need ([Ed Code Sections 44415](#) and [44416](#)).
- Develop and disseminate reports as required by the Ed Code and other laws, including:
 - Teacher Supply Report ([Ed Code section 44225.6](#))
 - Title II Report required by Title II of the 2008 Reauthorization of the Higher Education Act
 - Annual Report from the Committee on Accreditation ([Ed Code section 44373 \(b\)\(5\)](#))
 - Annual Classified Report ([Ed Code section 44393 \(f\)](#))
 - Conduct an Evaluation of the Classified Grant Program by July 1, 2021 ([Ed Code section 44393 \(e\)](#))

The Commission's overall work governed by California Education Code can be found in its entirety [here](#).

Attachment B: Comments and Observations of Commissioners during Review of Stakeholder Feedback on the Commission’s work

GOAL AREA 1: EDUCATOR QUALITY	Relationship to Mission
1. Recruitment	
<ul style="list-style-type: none"> Support recruitment and increase retention of teachers of color 	Outside mission
<ul style="list-style-type: none"> Develop teacher mentoring program; create teacher leader certification 	Outside/Adjacent to mission
<ul style="list-style-type: none"> Decrease barriers to getting teachers of color into the teaching profession. 	Adjacent to mission
<ul style="list-style-type: none"> Decrease shortage of special education teachers 	Adjacent to mission
<ul style="list-style-type: none"> Revisit structures such as fees, assessment opportunities and sensitive data collection as barriers to candidates 	Clear in mission
<ul style="list-style-type: none"> Review fee structures for first time candidates 	Clear in mission
<ul style="list-style-type: none"> Reduce fifth year programs to four-year programs (<i>2 concerns: Requires an early decision that you want to be a teacher. Pay disparity is a locally bargained issue within employers and districts, not in the CTC’s purview.</i>) 	Outside mission
<ul style="list-style-type: none"> What about extending induction to three years? What about specific training for mentors/coaches? 	Adjacent to mission
2. Revisit Testing	
<ul style="list-style-type: none"> Deans of Education are concerned about testing, especially in this past year as a result of the pandemic. There is a need for longer term thinking because of this natural experiment. 	Clear in mission
<ul style="list-style-type: none"> Increase options for documenting content knowledge (tests and coursework) 	Adjacent to mission
<ul style="list-style-type: none"> Collect testing data to look at bias in both standardized testing and performance assessment 	Operational
<ul style="list-style-type: none"> Question partnering with Pearson 	Clear in mission
<ul style="list-style-type: none"> What about focusing more on candidate performance than on some of the other types of standardized tests? 	Adjacent to mission
3. Study CTC practices. How do we know we are doing things the best way? For example, are we producing better teachers through the TPA?	Operational
4. Explore how performance assessment enhances educator quality	Outside mission
5. Collection and use of data	
<ul style="list-style-type: none"> Revisit collection of data about candidate gender identity/sexuality 	Clear in mission
<ul style="list-style-type: none"> Maintain data review for DEI and TPA: all commission-approved models 	Clear in mission

GOAL AREA 2: PROGRAM QUALITY AND ACCOUNTABILITY	Relationship to Mission
1. Clarify TPEs/CSTPs/Program Standards, how are they interpreted at the field level?	Clear in mission
2. Support digital learning (Revise TPEs and Standards to require that candidates learn to teach in online virtual settings)	Clear in mission
3. Develop and engage in policies that encourage inquiry and improvement over compliance	Outside mission
4. Reflect on purpose and use of CTC data systems (ADS)	Clear in mission
5. Enhance Teacher candidate survey at end of the teacher preparation program; should have open ended questions.	Operational
6. Gather more outcome data from preparation programs to speak to the effectiveness of programs.	Clear in mission
7. Define program completer. There seem to be competing definitions.	Operational
8. Ease regulation of requirements for EPPs	Outside mission
9. Decrease requirements for accreditation process	Clear in mission
10. Ensuring equity among accreditation activities for small vs. large institutions	Clear in mission
11. Ensure accreditation activities are balanced between large and small institutions	Clear in mission
12. Determine if non IHEs can prepare educators	Outside mission
13. Provide support for charter schools	Outside mission
14. Integrate self-care beginning in preparation may help teachers continue that practice into their classrooms	Clear in mission
15. Promote social/racial justice	Clear in mission
16. Develop more opportunities for observation of practice	Outside mission
17. Enhance current policy promoting collaboration and communication between LEAs and prep programs	Clear in mission
18. Explore the continuum of practice for feasibility within the two-tier credential system	Clear in mission
19. Provide support beyond Induction	Outside mission
20. Consider the importance of the professional development requirement for credential renewal and its role in developing professional educators	Outside mission
21. Require PPS credential holders to secure professional learning beyond the initial credential	Outside mission
22. Provide communication with community colleges for additional insights for teacher recruitment and/or paraprofessional opportunities	Adjacent to mission
23. Invite communication with COE on work with diversity and equity	Clear in mission
24. Invite field representatives to share best practices at commission meetings	Operational

25. Develop strategies to reduce shortage of science teachers	Adjacent to mission
26. Develop fiscal support for teacher preparation	Outside mission
27. Review educator preparation programs at a high level (not micro level) during accreditation activities	Clear in mission
28. Move beyond compliance in teaching to develop professional educators	Clear in mission
29. Have Preparation programs focus on diverse communities they serve	Clear in mission
30. Increase number of ways that subject matter competency can be demonstrated	Clear in mission
GOAL AREA 3: COMMUNICATIONS AND ENGAGEMENT	Relationship to Mission
1. Increase web resources. Make user oriented?	Operational
2. Improve communication strategies. Communication and technology are tied. Communication is what is said but also what is not said, so what is sometimes shown is not understood by students/stakeholders. Provide programs best practices on how to communicate better with candidates/teachers.	Part 1 of this is operational. Part 2 is either adjacent or outside of mission
3. Share best practices on how programs can recruit people of color should recruit; include candidate voice here. DEI is dependent on leadership	Outside mission
4. Actively seek teacher candidate voices	Operational
5. Find and include new groups/stakeholders that need to be heard	Adjacent to mission
6. Improve communication with programs and ECE e.g. Certification processes.	Operational
7. Make logins consistent across technology platforms.	Operational
8. We do not have one type of “everything” at the Commission table; that is why we have expert groups that provide the commission with information. That is the stakeholder connection.	Adjacent to mission
9. Perhaps a lack of trust in general in a variety of processes? But some respondents found this an area of strength.	Operational
10. IHE/LEA communication and collaboration helps address this. IHEs are no longer exclusively preparers of the workforce.	Adjacent to mission
11. Strengthen the connections between undergraduate and professional preparation	Outside mission
12. Integrate communication among other education state agencies (i.e. CDE, State Board)	Operational
13. Strengthen family/community engagement for all teachers	Clear in mission
14. Build relationships between preparation programs and LEAs, especially around mentoring	Adjacent or outside mission

15. Ensure language/communication is updated and current with educational trends/terminology/pedagogy	Operational
16. Rethink how educators engage with students and families	Clear in mission
17. Advocate for funds to support our candidates/residents in all programs (teaching, PPS, nursing, etc.)	Adjacent to mission
18. Engage families and the community in the process for teacher development	Outside mission
19. Increase the need to examine diversity during accreditation processes	Clear in mission
20. Work with other state agencies to consider policy that would result in POC wanting to enter and stay.	Clear in mission
GOAL AREA 4: OPERATIONAL EFFECTIVENESS	Relationship to Mission
1. Increase use of collected data –e.g. Dashboards (how are they integrated into the accreditation system?).	Operational
2. Monitor data collection: Commission collects a lot of data but needs to use it more for things like standard setting. Updating the accreditation system, Dashboards.	Operational
3. Increase online resources. Difficult to navigate.	Operational
4. Monitor and study CTC’s practice. Can we look at how we do things (tech) to determine if we’re doing things the best way?	Operational
5. Study 4-year integrated programs and how they are doing.	Adjacent to mission
6. Modernize requirements—wet signatures, use technology vs. paper copies	Operational
7. Reduce fees for programs, candidates	Adjacent to mission
8. Adapt requirements, shift narrative away from compliance	Clear in mission
9. Ensure that testing administrators and assessors do not bring implicit bias to work	Operational
10. Study what most influences recruitment/persistence of Special Education candidates; perhaps the conditions of employment rather than credential requirements that have impact	Adjacent to mission
11. Reduce requirements. Requirements constantly being added to the knowledge/skills for credentials and t has a negative impact on recruitment and persistence, and it both costs more and takes longer.	Adjacent to mission
12. Balance mission of educator discipline in workload for commission staff	Operational