

REVISED

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Information/Action

General Session

Strategic Planning Session

AGENDA INSERT

Executive Summary: 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, Acting Chief Deputy Director, 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.



2021 Initiatives and Milestones

Diversity, Equity and Inclusion

1. Examine and define the Commission's role in advancing diversity, equity, and inclusion.

Early Childhood Education

2. Develop and pilot approaches to program quality review for early childhood education programs leading to the Child Development Permit.
3. Develop a Teaching Performance Assessment for the Child Development Permit.
4. Engage with stakeholders and other agencies to consider needed changes in the Child Development Permit In light of the Master Plan for Early Learning and Care.

Goal 1: Educator Quality

Performance Assessment

5. Pilot and field test the Education Specialist Teaching Performance Assessment.
6. Revisit the standard setting study and passing standard for the California Administrator Performance Assessment.
7. Update the CalTPA to include Theater and Dance subject areas.

Testing

8. Initiate update to the Reading Instruction Competence Assessment (RICA) subject matter requirements and testing options.
9. Set passing standards for new Theater and Dance subject matter examinations.
10. Update the subject matter requirements for the Art, Music, and Multiple Subject CSET to align with the updated Visual and Performing Arts Standards.

Credentialing

11. Evaluate initial year of the California Statewide Assignment Accountability System (CalSAAS) to identify needed modifications; begin development of assignment monitoring dashboards with data collected through the CalSAAS system.

Grants and Funded Programs

12. Distribute new grant funds to expand residency programs and classified staff teacher recruitment efforts, if funds are authorized in the 2021-22 budget.

Goal 2: Program Quality and Accountability

13. Update the California Standards for the Teaching Profession (CSTP) and Bilingual Authorization Program Standards and requirements.
14. Expand options for credentialing in Career Technical Education.

Goal 3: Communication and Stakeholder Engagement

15. Update and modernize current communication platforms (e.g., website, online chat, digital footprint).
16. Work with the educator preparation and employer communities to monitor and identify needed flexibility related to COVID-19.
17. Provide technical assistance to support Education Specialist and Pupil Personnel Services programs as they complete the transition to new standards.
18. Monitor, support, and provide technical assistance for educator preparation and induction programs implementing Commission developed performance assessments.
19. Facilitate training for credential field analysts to support accuracy and efficiency in the credential recommendation process.

Goal 4: Operational Effectiveness

20. Consider ways to maximize the use of data to support continuous improvement and decision making; develop staff capacity to analyze, apply and use data to advance the Commission's work.
21. Expand the online credential application and payment process, (e.g., add the General Education and Special Education Limited Assignment Permits to the Commission's Recommendation System).
22. Promulgate regulations to implement changes in:
 - a. Education Specialist and Pupil Personnel Services credentials
 - b. Bilingual Authorization standards
 - c. California Standards for the Teaching Profession
 - d. The Accreditation system
23. Emphasize employee health and wellness through activities that recognize and celebrate staff achievements and build the esprit d'corps.

Appendix B – Updated

Commissioner comments and observations made during the December 2020 Strategic Planning Session in response to Stakeholder Feedback on the Commission’s work.

Column A lists Commissioner comments and observations; Column B indicates whether the issue falls within the Commission’s statutory mandate, lies adjacent to it, or is already operational; Column C identifies work that is underway regarding the issue.

GOAL AREA 1: EDUCATOR QUALITY	Within Statutory Mandate?	Work being done in this area?
1. Recruitment		
a) Support recruitment of teachers of color	Clear in mandate	Issuing grants; standards; accreditation
b) Increase retention of teachers of color	Adjacent to mandate	Broad monitoring
c) Develop teacher mentoring program	Clear in mandate	Standards and accreditation
d) Create teacher leader certification	Outside mandate	
e) Decrease barriers to getting teachers of color into the teaching profession	Adjacent to mandate	Broad monitoring of credential requirements; sponsoring legislation to increase options
f) Decrease shortage of special education teachers	Adjacent to mandate	Issuing grants
g) Revisit structures such as fees, assessment opportunities and sensitive data collection as barriers to candidates	Clear in mandate	Broad monitoring
h) Review fee structures for first time candidates	Clear in mandate	Broad monitoring
i) Reduce fifth year programs to four-year programs (2 concerns: Requires an early decision that you want to be a teacher. Pay disparity is a locally bargained issue with employers and districts, not in the CTC’s purview.)	Outside mandate	
j) What about extending induction to three years? What about specific training for mentors/coaches?	Adjacent to mandate	Training for mentors addressed in standards and accreditation

2. Revisit Testing		
a) 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 mandate	Proposed legislation will expand options
b) Increase options for documenting content knowledge (tests and coursework)	Adjacent to mandate	Proposed legislation will expand options
c) Collect testing data to look at bias in both standardized testing and performance assessment	Operational	Ongoing review by testing contractor and staff
d) Question partnering with Pearson	Clear in mandate	Pearson is the Commission's current contractor for examinations and assessments
e) What about focusing more on candidate performance than on some of the other types of standardized tests?	Adjacent to mandate	Proposed legislation will expand options
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	High level monitoring and engagement with the field
4. Explore how performance assessment enhances educator quality	Clear in mandate	Part of accreditation system
5. Collection and use of data		
a) Revisit collection of data about candidate gender identity/sexuality	Clear in mandate	Working on process
b) Maintain data review for DEI and TPA: all commission-approved models	Clear in mandate	Annual monitoring of TPA results
GOAL AREA 2: PROGRAM QUALITY AND ACCOUNTABILITY	Relationship to Statutory Mandate	Work being done in this area?
1. Clarify TPEs/CSTPs/Program Standards, how are they interpreted at the field level?	Clear in mandate	Update to CSTP in process
2. Support digital learning (Revise TPEs and Standards to require that candidates learn to teach in online virtual settings)	Clear in mandate	Area of focus due to pandemic

3. Develop and engage in policies that encourage inquiry and improvement over compliance	Adjacent to mandate	Broad monitoring
4. Reflect on purpose and use of CTC data systems (ADS)	Clear in mandate	High level monitoring and engagement with stakeholders
5. Enhance Teacher candidate survey at end of the teacher preparation program; should have open ended questions.	Operational	Annual survey currently in use
6. Gather more outcome data from preparation programs to speak to the effectiveness of programs	Clear in mandate	Surveys, performance assessments and ADS currently focus on outcomes
7. Define program completer. There seem to be competing definitions.	Operational	Accreditation Data System
8. Ease regulation of requirements for EPPs	Clear in mandate	Broad monitoring
9. Decrease requirements for accreditation process	Clear in mandate	Broad monitoring
10. Ensuring equity among accreditation activities for small vs. large institutions	Clear in mandate	Broad monitoring
11. Ensure accreditation activities are balanced between large and small institutions	Clear in mandate	Broad monitoring
12. Determine if non IHEs can prepare educators	Outside mandate	
13. Provide support for charter schools	Outside mandate	
14. Integrating self-care beginning in preparation may help teachers continue that practice into their classrooms	Adjacent to mandate	
15. Promote social/racial justice	Clear in mandate	Commission standards for all credential areas take this up; under review this year
16. Develop more opportunities for observation of practice	Outside mandate	
17. Enhance current policy promoting collaboration and communication between LEAs and prep programs	Clear in mandate	CTC, SBE and CDE joint correspondence

18. Explore the continuum of practice for feasibility within the two-tier credential system	Clear in mandate	Broad monitoring
19. Provide support beyond Induction	Outside mandate	
20. Consider the importance of the professional development requirement for credential renewal and its role in developing professional educators	Outside mandate	CTC oversight of PD for credential renewal eliminated by Legislature
21. Require PPS credential holders to secure professional learning beyond the initial credential.	Outside mandate	CTC oversight of PD for credential renewal eliminated by Legislature
22. Provide communication with community colleges for additional insights for teacher recruitment and/or paraprofessional opportunities.	Adjacent to mandate	
23. Invite communication with COE on work with diversity and equity	Adjacent to mandate	
24. Invite field representatives to share best practices at commission meetings.	Operational	Periodic reports from the field
25. Develop strategies to reduce shortage of science teachers.	Adjacent to mandate	Grant management
26. Develop fiscal support for teacher preparation.	Adjacent to mandate	Grant programs provide some support
27. Review educator preparation programs at a high level (not micro level) during accreditation activities.	Clear in mandate	Broad monitoring
28. Move beyond compliance in teaching to develop professional educators.	Clear in mandate	Broad monitoring
29. Have Preparation programs focus on diverse communities they serve.	Clear in mandate	Addressed in standards; under review in 2021
30. Increase number of ways that subject matter competency can be demonstrated.	Clear in mandate	Sponsored legislation will create options
GOAL AREA 3: COMMUNICATIONS AND ENGAGEMENT	Relationship to Mandate	
1. Increase web resources. Make user oriented?	Operational	Broad monitoring

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.	Operational	Office hours; online chat; telephone hours; participation in stakeholder meetings and convenings
3. Provide programs best practices on how to communicate better with candidates/teachers.	Adjacent to mandate	Broad monitoring
4. Share best practices on how programs can recruit people of color; include candidate voice here. DEI is dependent on leadership	Adjacent to mandate	Participating in UCLA Educator Diversity Project
5. Actively seek teacher candidate voices	Operational	Annual survey of program completers;
6. Find and include new groups/stakeholders that need to be heard	Adjacent to mandate	
7. Improve communication with programs and ECE e.g. Certification processes.	Operational	Significant work launched in 2021 in this area
8. Make logins consistent across technology platforms.	Operational	
9. 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.	Clear in mandate	Regular outreach to stakeholders
10. Strengthen the connections between undergraduate and professional preparation.	Outside mandate	
11. Integrate communication among other education state agencies (i.e., CDE, State Board)	Operational	Regular engagement with other state agencies
12. Strengthen family/community engagement for all teachers	Clear in mandate	In standards
13. Engage families and the community in the process for teacher development.	Outside mandate	
14. Rethink how educators engage with students and families.	Clear in mandate	Broad monitoring
15. Build relationships between preparation programs and LEAs, especially around mentoring.	Adjacent to mandate	Recent outreach to LEAs and IHEs
16. Ensure language/communication is updated and current with educational trends/terminology/pedagogy.	Operational	Broad monitoring

17. Advocate for funds to support our candidates/residents in all programs. (teaching, PPS, nursing, etc.)	Adjacent to mandate	Manage grant programs
18. Increase the need to examine diversity during accreditation processes.	Clear in mandate	Broad monitoring
19. Work with other state agencies to consider policy that would result in POC wanting to enter and stay.	Clear in mandate	Broad monitoring
GOAL AREA 4: OPERATIONAL EFFECTIVENESS	Relationship to Mandate	
1. Increase use of collected data – e.g., Dashboards (how are they integrated into the accreditation system?)	Operational	Accreditation Data System
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	Broad monitoring
3. Increase online resources. Difficult to navigate.	Operational	Broad monitoring
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	Broad monitoring
5. Study 4-year integrated programs and how they are doing.	Adjacent to mandate	Monitoring grant funded integrated programs
6. Modernize requirements—wet signatures, use technology vs. paper copies	Operational	
7. Reduce fees for programs, candidates	Adjacent to mandate	Fee’s support agency operations; reviewed and updated periodically
8. Adapt requirements, shift narrative away from compliance	Clear in mandate	Broad monitoring
9. Ensure that testing administrators and assessors do not bring implicit bias to work.	Operational	Ongoing Implicit bias training for staff, testing administrators and assessors
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 mandate	Broad monitoring

11. Reduce requirements. Requirements constantly being added to the knowledge/skills for credentials and it has a negative impact on recruitment and persistence, and it both costs more and takes longer.	Adjacent to mandate	Broad monitoring
12. Balance mission of educator discipline in workload for Commission staff.	Operational	Broad monitoring