
1H

Information/Action

General Session

Strategic Plan Update

Executive Summary: This agenda item provides a summary of activities undertaken by the Commission and staff over the last year to support development and updating of the Commission's strategic plan. A draft of the revised strategic plan is provided for Commission discussion, revision and possible adoption.

Recommended Action: Staff recommends that the Commission review and provide feedback and direction on any needed revisions strategic plan if indicated.

Presenters: Amy Reising, 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.

Strategic Plan Update

Introduction

This agenda item provides a summary of activities undertaken by the Commission and staff over the last year to support development and updating of the Commission's strategic plan. A draft conceptual framework for the strategic plan and potential updates to the vision, mission and values statements are provided for Commission discussion, revision and potential adoption.

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. To begin the strategic planning process, staff conducted an environmental scan intended to 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 the agency is doing well, what the agency 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 during these sessions are included in [Attachment B](#). During the [April 2021 meeting](#), Commissioners revisited 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.

This agenda item provides a review of the Commission's mandate, a summary of issues and recommendations surfaced during the April 2021 meeting regarding needed updates to the current Strategic Plan, a conceptual framework and draft, revised mission, vision and values statements for Commissioner discussion, feedback, and possible adoption.

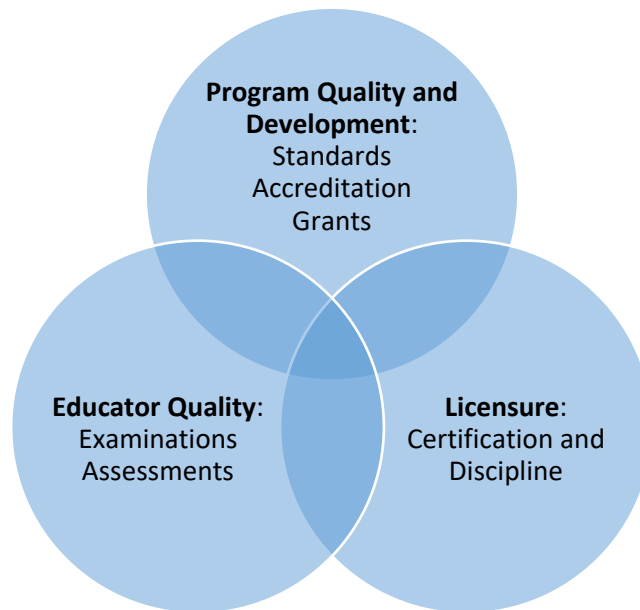
The Commission's Mandate

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

1. Setting standards for the preparation of the education workforce;
2. Accrediting educator preparation programs and supporting the work of the Committee on Accreditation;
3. Developing and maintaining educator examinations and performance assessments;

4. Issuing credentials, licensing California educators, and monitoring educator assignments;
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 teacher supply and 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, and collaborate with other governmental agencies. The following diagram depicts the three areas of the Commission's mandated work around which most agency activities are undertaken:



Environmental Scan and External Survey Highlights

In preparation for the strategic planning process, Commission staff conducted an environmental scan to 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 survey results was presented to Commissioners in October 2020 and discussed in depth by the Commission during the December 2020 Strategic Planning Session.

A total of 82 responses were received from external stakeholders, including 21 responses from organizations or higher education system offices, and 61 from individual institutions and educator preparation programs. A roster of respondents can be found below in [Attachment D](#). Stakeholders were asked to frame, in their own words, what they thought was the

Commission's mission. Summary feedback from stakeholders regarding the Commission's mission included:

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

Broad recommendations from stakeholders regarding important areas of emphasis that should be addressed in the updated strategic plan include the following:

- Diversity, Inclusion, and Equity in Preparing Educators – Ensure the education workforce is prepared for California's changing demographics and Commission standards are culturally and racially relevant and responsive to the growing diversity, including linguistic diversity, in the state. Strengthen the focus on implicit bias for teachers and leaders, in performance expectations, the California Standards for the Teaching Profession and in program standards.
- Diversity, Inclusion, and Equity in Commission Policy – Apply an equity lens to every policy and action undertaken by the Commission and place diversity, equity, and inclusion at the forefront of the Commission's work.
- Examinations and Performance Assessments – Evaluate and reconsider, based on state

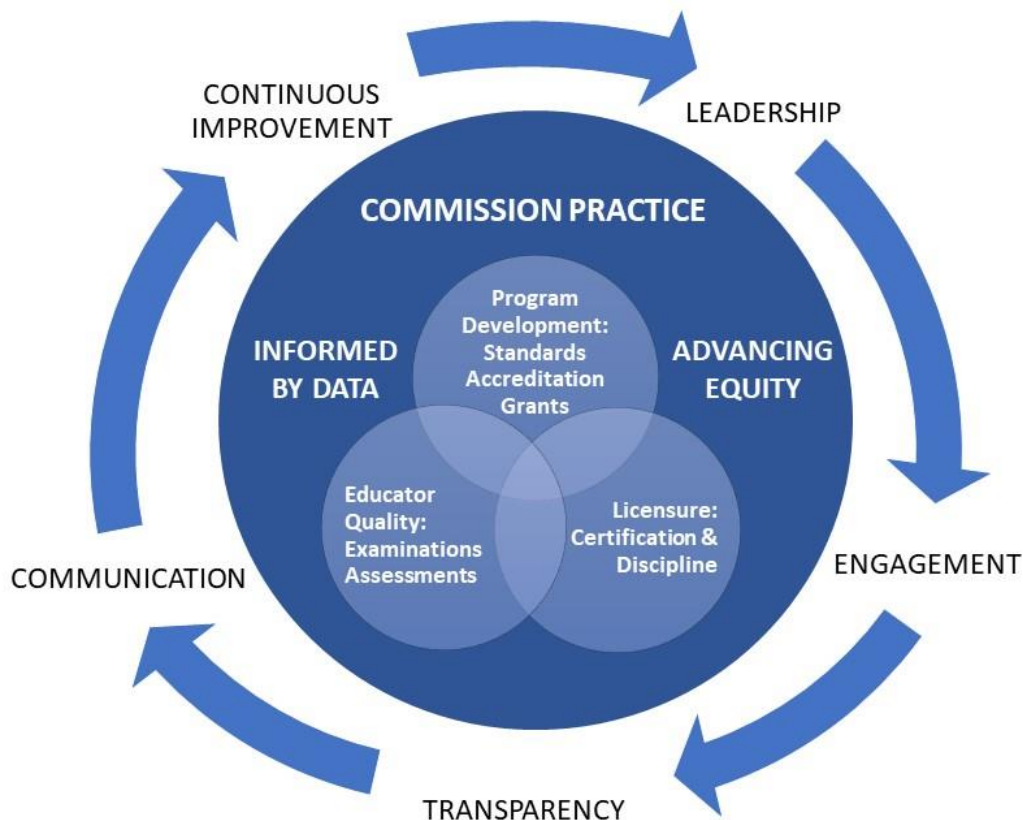
of the art methodology and national standards, how the Commission measures and assesses the quality and readiness of beginning educators in regards to licensing examinations and performance assessments and study the impact of these measures and monitor their predictive validity.

- Recruitment – Continue to support and strengthen efforts to recruit a diverse and adequate education workforce.
- Accreditation – Review and adjust as necessary the recently streamlined accreditation system to ensure it is meeting the Commission’s vision for a performance based, data driven process that leads to high quality educator preparation programs.
- Data, Reporting, and Transparency – The Commission has increased transparency through its data dashboards, but the field would appreciate more reporting on and use of these data for policy analysis, decision making and continuous program improvement.
- Communication – Expand and improve communications with stakeholders. Stakeholders consistently expressed appreciation for the availability of office hours and webinars, especially during the upheaval caused by COVID-19 this year. There is a desire to see this become a regular, ongoing communication strategy.
- Credentialing – Stakeholders urge the creation of an Early Childhood Education (ECE) credential and suggested that a return to a requirement for professional growth for credential renewal should be considered. Many stakeholders recommended that the Commission increase the use of online forms, communications, and services.
- Leadership – Play a leadership role in advancing the profession by creating common bonds, language, and professional vision amongst teaching professionals in California.

A Draft Conceptual Framework for the Commission’s Strategic Plan

Several themes emerged during the strategic planning process that Commissioners have suggested need to guide the agency’s work not as stand-alone goals and objectives, per se, but rather as a broader framework that shapes the Commission’s goals and objectives and the ways in which the work of the Commission is undertaken. Figure 1 below attempts to capture this idea, where the Commission’s mandatory responsibilities are organized into three focus areas, (1) Educator Quality, (2) Program Development, and (3) Licensure. As depicted in Figure 1, Commission practice across the board would be grounded by data informed decision making, and by a focus on advancing equity, inclusion and diversity to the full extent possible. The outer circle identifies five ways in which the Commission would conduct its work.

Figure 1: Draft Conceptual Framework for the Commission's Strategic Plan



Revisiting the Commission's Vision, Mission and Values

In April 2021, Commissioners took stock of the feedback provided by stakeholders as well as their own views regarding the ways in which the mission, vision, values and goals in the current strategic plan should be updated and reframed to meet the changing context in which the Commission does its work. Each of these components of the strategic plan are reviewed in this section of the agenda item and represents Commissioner feedback collected during the April strategic planning session. Draft revised Vision, Mission, and Values statements are provided for Commission discussion and consideration.

Current Vision Statement: *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.*

Commissioners surfaced the following observations and recommendations regarding the current vision statement during their April 2021 discussion of the current vision statement:

Our vision should:

- reflect a commitment to advancing diversity, equity and inclusion

- attend to the whole population of educators, not just those entering the workforce
- include the idea of a diverse and representative workforce that reflects the student body
- focus on educating the whole child, preschool through grade 12 and beyond; and go beyond a singular focus on academic standards
- call out specifically Cultural preparedness
- define “highest potential” to include social/emotional health as well as academic achievement

A vision statement in a strategic plan describes what an organization aspires to. It provides a definition of where they are going and their commitment to making bold progress in a particular direction. The following draft vision statements attempt to incorporate the issues and priorities surfaced by Commissioners and stakeholders, and are offered for discussion and feedback:

Draft Vision Statement 1: All students in California’s public schools are served by a diversity of educators who enact excellence in inclusive, anti-racist, culturally relevant practice; provide equitable and inspired opportunities for success, access, and expression of learning; and attend to the emotional, social, mental, and academic well-being of students.

Draft Vision Statement 2: California’s educators reflect the diversity of the students they serve, are culturally competent and well prepared to address students’ academic, social and emotional needs, and provide the learning supports that help all students¹ reach their full potential.

Draft Vision Statement 3: California’s diverse, equity minded educators provide the learning supports needed for all students to reach their full potential.

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

Comments surfaced by Commissioners regarding the current mission statement include:

¹ The Commission’s standards for educator preparation refer to “all students” or “all Birth–22 students.” This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and socio-cultural differences based on ethnicity, race, socioeconomic status, gender, gender identity, gender expression, sexual orientation, culture, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of “all students” applies whenever and wherever the phrase “all students” is used in the Commission’s standards, performance expectations, performance assessments and other reports and documents.

- The mission should include a focus on equity, inclusion and diversity
- The order of terms should be reconsidered; “relevance” should perhaps come before “integrity”
- The current mission statement should address the Commission’s new work around teacher recruitment and grant management

A mission statement should summarize at the highest level why an organization exists.

Everything they do should contribute to their ability to achieve the mission. The following draft revised mission statements attempt to incorporate the issues and priorities surfaced by Commissioners and stakeholders, and are offered for discussion and feedback:

Draft Mission Statement 1: To ensure relevance, high quality and integrity in the preparation, certification and discipline of the educators who serve California’s students, and advance equity, inclusion and diversity in the recruitment and preparation of the education workforce.

Draft Mission Statement 2: To ensure relevance and quality while advancing equity, inclusion and diversity in the recruitment, preparation and licensure of California’s education workforce.

Current Statement of Values

- 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/guardians, students, our partners, stakeholders and employees.*
- e) We embrace the spirit of innovation that enables us to transform our vision into reality.*

Comments from Commissioners:

- What do we mean by the term “values?” How are we using this term? Values focus on what’s guiding the Commission’s work. Values provide a lens that guides our work. Do our values around equity and inclusion need to be strengthened?
- We do value voices as indicated in item (d). How are we acting on this? Inclusion of parents and families in the valuing the voices idea is key. We have two clients, the child and the family in order to address the whole child. Do we need a stronger word than just “value” in (d)? A more action-oriented word would be better.
- Include that our work is based in research and data as well as voices of stakeholders. We now have more data to help inform our decisions, so add value about seeking out and using data to support our decisions about the work we do.
- Discipline may not be term we want to use; focus on ongoing conduct of educators. Preparation and practice, provide a more positive focus than discipline as a concept.

Why is “quality” in (b) rather than in (a)? It may dilute the concepts of equity and diversity.

- We need to have a clear and explicit focus on diversity, equity and inclusion; whole educator; whole child.
- We value a diverse workforce, and the ways in which the diversity of our educator’s lived experiences inform cultural competence and responsiveness to California’s diverse student population.
- We are striving to do these things but we don’t talk about the attributes of the people entering the teaching profession. Knowledge and ability to relate to and understand students who are different than themselves are important dispositions for prospective teachers.
- Do we need more space to prepare students for the 21st century? Critical thinking, problem solving, more of that skillset? Do we need to be stronger in our belief in taking them where they are and accelerating their learning? What is our expectation? How do we honor the idea that all students can learn?
- We may have moved away from inclusive education over the last year so could use more focus on all students. Educators must recognize and identify assets that students bring to the classroom. Candidates must really understand that.

The Commission’s values represent core beliefs and commitments that are shared among Commissioners and staff, drive the agency’s culture and priorities, and provide a framework in which decisions are made and work is carried out. A recurring theme in the Commission’s discussion of the values section of the strategic plan was a desire to strengthen the action orientation of these statements. In reviewing strategic plans from other like-organizations, the approach taken by the [Ontario College of Teachers](#) in Ontario Canada provides an example for the Commission’s consideration, adaptation and use:

VALUES: The Commission commits to:

- *Advance equity, inclusion and diversity in standards, programs, practices, people and the workplace;*
- *Recognize and promote excellence in the preparation and practice of California’s education workforce;*
- *Use data to inform and direct decision making;*
- *Engage meaningfully with stakeholders in the development and implementation of policy;*
- *Listen to the voices and ideas of educators, parents/guardians, students, our partners, stakeholders and employees as we conduct the business of the Commission;*
- *Innovate as we transform our vision into reality;*
- *Play a leadership role in advancing the education profession*

Revisiting the Commission's Strategic Goals

The goal areas in the current strategic plan are organized around the mandated functions set forth in statute for the Commission. Staff recommend that the Commission continue with this approach, ensuring that we are focused on what the agency was established to do. The three focus areas depicted in the draft conceptual framework above and described more fully below might serve to anchor the strategic plan and provide an important future looking framework for the agency's work.

Focus Area 1: Educator Quality

This area of the Commission's work includes developing performance expectations for prospective credential holders; and developing and maintaining high quality, valid and reliable performance assessments and examinations required for licensure.

Focus Area 2: Program Development

This area of the Commission's work includes developing standards that define expectations for program quality and focus on diversity, equity and inclusion; accrediting close to 250 sponsors of educator preparation programs; and managing close to \$500 million in grant funding for the recruitment and preparation of future teachers

Focus Area 3: Licensure

This area of the Commission's work includes issuing credentials and monitoring teacher assignment; and monitoring prospective and current educator professional fitness.

During the strategic planning session, Commissioners will:

- Discuss the proposed conceptual framework and identify changes or amendments;
- Discuss the draft vision, mission and values statements and provide specific feedback; and
- Consider how commitments to advancing DEI and using data to inform decision making will inform the Commission's work.

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 Education 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

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	Work being done in this area?
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	Work being done in this area?
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

Attachment C
Current Strategic Plan of the
Commission on Teacher Credentialing

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.

Attachment D

Respondents to 2020 External Stakeholder Survey

Organizations and System Offices (n=21)

- AchieveKids
- Association of CA Community College Teacher Education Programs (ACCCTEP)
- Association of Independent California Colleges and Universities
- California Association of Professors of Special Education/Teacher Ed Division
- California Association of School Counselors
- California Association of School Psychologists
- California Charter Schools Association
- California Community College Early Childhood Education
- California Community College Teacher Preparation Programs (CCCTPP)
- California Council on Teacher Education
- California County Superintendents Education Services Association (CCSESA)
- California State University, Office of the Chancellor
- California Teachers Association
- Children Now
- Credential Counselors and Analysts of California (CCAC)
- Glenn County Office of Education
- Parent Organization Network
- PEACH, Early Childhood Higher Education Collaborative
- The California School Boards Association
- Thompson Policy Institute on Disability at Chapman University
- University of California, Office of the President

Individual Institutions of Higher Education and Educator Preparation Programs (n=61)

- Academy of Art University School of Art Education
- Antioch University
- Azusa Pacific University
- Biola University
- Cal Poly - San Luis Obispo
- Cal Poly Pomona
- California Baptist University
- California State University
- Chapman University
- Claremont Graduate University
- Concordia University Irvine
- CSU East Bay
- CSU East Bay - Dept of Teacher Education
- CSU Long Beach
- CSU Los Angeles Charter College of Education
- CSU Monterey Bay
- CSU Northridge
- CSU San Bernardino
- CSU San Bernardino College of Education
- CSU Bakersfield
- Fortune School of Education
- Holy Names University
- Humphreys University
- Loma Linda University - PPS School Counseling Certificate Program
- Longy School of Music of Bard College
- Los Angeles County office of Education
- Loyola Marymount University School of Education

- Merced County Office of Education
- National University
- Pacific Oaks College
- Pacific Union College
- Sacramento County Office of Education
- Sacramento State University
- Saint Mary's College of California
- Saint Mary's College of California (not a duplicate)
- San Diego County Office of Education
- San Diego State University
- San Jose State University
- Santa Barbara County Education Office
- Santa Clara University
- Simpson University
- Skyline Community College of San Mateo Community College District
- Stanford Teacher Education Program (STEP)
- Summit Preparatory Charter High School residency program
- Teachers College of San Joaquin
- Touro University California
- Touro University California (not a duplicate)
- UC Berkeley
- UC Irvine Master of Arts in Teaching
- UC Merced Extension
- UC San Diego
- UC, Riverside
- United States University
- University of La Verne
- University of Redlands
- University of Redlands (not a duplicate)
- University of San Diego
- University of San Francisco
- Vanguard University
- Westmont College
- Whittier College