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# 11

## Information/Action

### *General Session*

### Strategic Planning Update

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**Executive Summary:** Staff will present a summary of strategic planning efforts conducted between 2020 and 2021, outline the proposed process for completion of an updated strategic plan for the Commission, and request the Commission's guidance to inform further development of the strategic plan.

**Recommended Action:** Staff recommends that the Commission review and provide feedback on the proposed strategic plan structure and drafts of the vision and guiding principles.

**Presenters:** Amy Reising, Chief Deputy Director; Caitlin Vaccarezza, Vice President, and Aaron Price, President, the Glen Price Group

### 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.

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# Strategic Planning Update

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## Introduction

Staff will present a summary of strategic planning efforts conducted between 2020 and 2021, outline the proposed process for completion of an updated strategic plan for the Commission, and request the Commission's guidance to inform further development of the strategic plan.

## Background

The Commission on Teacher Credentialing's [strategic plan](#) was last updated in December 2014 and includes a vision statement, a mission statement, a set of values, multi-year goals, and specific priorities or activities within each multi-year goal. Each year the Executive Director identifies annual targets within each multi-year goal and reports on progress made toward those targets at the end of the year.

In early 2020, the Commission initiated a process to update its strategic plan. This work included:

- An environmental scan, including surveys of external interest holders and Commission management team ([highlights of results](#), presented during October 2020 Commission meeting)
- Strategic planning work sessions during Commission meetings in [December 2020](#), [April 2021](#), and [December 2021](#).

Since this work, members of the Commission have changed — within the current 19-member Commission, five members were appointed in 2021 and an additional three new Commissioners were appointed in 2022.

The work of the Commission is primarily guided by its Statutory Mandate, which is outlined in Attachment A. As part of its core work to fulfill this mandate, the Commission accredits more than 250 educator preparation programs, processes more than 275,000 credential and license documents each year, and monitors and addresses approximately 6,000 cases of educator misconduct each year.

Recent policy changes have resulted in greater responsibility in parts of the Commission's Statutory Mandate to address teacher shortages and ensure that California has the appropriate credentials to prepare teachers for all learners. Specifically, 2021 and 2022 state budget and legislative actions added or expanded Commission responsibilities to:

- Administer grant programs, including grants for teacher residency programs, classified school employee teacher credentialing programs, and integrated teacher preparation programs
- Provide credential fee waivers (2021) and teacher examination fee waivers (2022 and proposed for 2023)
- Expand early childhood education preparation and licensure activities

- Establish career counselors for prospective educators
- Strengthen data gathering and reporting efforts
- Change requirements for teacher examinations, including expanding options for candidates to demonstrate basic skills and subject matter competence
- Develop and administer performance assessments for Education Specialists, early childhood educators, and Literacy
- Strengthen standards and performance expectations in literacy

In light of these changes, it is timely for the Commission to re-engage with the work to date, make adjustments where needed, and finalize a new multi-year strategic plan.

### **Process to Complete Strategic Plan**

The Commission's new strategic plan will set the future direction of its work. The strategic plan will reinforce the Commission's mandate and will draw from the planning activities completed between spring 2020 and winter 2021. The final plan will guide the development of annual targets and internal work plans.

Commission staff have engaged [the Glen Price Group \(GPG\)](#) to facilitate this process between October 2022 and April 2023.

Key planning activities include:

- Regular meetings with Commission leadership and engagement of staff
- Review of relevant background materials, including the Commission's statutory mandate, 2014 strategic plan, and documentation from 2020 and 2021 strategic planning activities
- Identification of critical questions / decision points
- Development of a draft plan structure for Commissioner consideration
- A brief review and planning session with the Commission in December 2022 and a more in-depth planning session in February 2023
- Development of iterative drafts of the updated strategic plan
- Public comment on the updated draft plan
- Presentation of the final strategic plan for Commission review and approval at the April 2023 Commission meeting

### **Structuring the Next Strategic Plan**

With the creation of a new strategic plan, there is an opportunity to revisit the plan structure. The following is an emerging option for the plan structure:

- Commission Identity and Purpose
  - Vision Statement which describes the future that the Commission is working toward. This should be clear, short, and memorable.
  - Statutory Mandate, which clarifies the specific functions and areas that the Commission works in to contribute to realizing the vision.
  - Guiding Principles that the Commission integrates into all aspects of its work. These are the Commission's essential and enduring tenets, not to be compromised

for short-term gain or expediency. This should be a clear, short list that Commissioners, staff, and interest holders can easily remember and apply to the Commission's work.

- **Goals**, which are broad statements (not usually in measurable terms) that describe the impact that the Commission plans to have. One possible approach is to develop goals that focus on different components of the educator career continuum (e.g., recruitment, preparation, induction, retention, etc.), similar to the structure used in the Washington State Professional Educator Standards Board Strategic Plan ([1-page infographic](#), [full plan](#)). Each goal could be supported by the Commission's work in one or more functions included in its statutory mandate. This would allow for flexibility should the Commission's statutory mandate further evolve in the future.
- Considerations for more detailed planning

Once approved by the Commission, the high-level strategic plan will guide more detailed action planning by staff, including short term (i.e., 2-year) work plans and annual targets.

### **Working Draft Plan Components for Discussion & Feedback**

The drafts below are informed by the planning work conducted in 2020 and 2021.

#### Vision

The vision statement describes the future that the Commission is working toward. It should be clear, short, and memorable.

#### *Draft Vision Statements for Consideration and Feedback:*

Option A: California's educators are exceptionally qualified, support whole child development, and reflect the diversity of the students they serve.

Option B: California's students realize their full potential in safe and welcoming schools supported by a diverse and effective community of caring educators.

#### Statutory Mandate

The statutory mandate clarifies the specific functions and areas that the Commission works in to contribute to realizing its vision.

#### *CTC's Statutory Mandate As Presented in December 2021 (with minor modifications)*

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
3. Developing and maintaining educator performance assessments and examinations
4. Issuing credentials, licensing California educators, and monitoring educator assignments
5. Monitoring and addressing educator misconduct
6. Managing teacher recruitment and development grants
7. Reporting to the public and policy community on an array of teacher supply and credentialing issues

## Guiding Principles

The guiding principles are integrated into all aspects of its work. These are the Commission's essential and enduring tenets, not to be compromised for short-term gain or expediency. The guiding principles should be a clear, short list that Commissioners, staff, and education partners and communities of interest can easily remember and apply to the Commission's work. (Note: The proposed framework includes “guiding principles” in place of “values.”)

### *Draft Guiding Principles for Consideration and Feedback:*

The Commission commits to:

**Advancing diversity, equity, and inclusion** — so that all educators and students have what they need to succeed

**Ensuring relevance and quality in the recruitment, preparation, licensure, and retention of the education workforce** — internally through learning and innovation, and in educator preparation and practice

**Supporting whole child development** — including physical, cognitive, language, and social-emotional development that is culturally sustaining, trauma-informed, and promotes a sense of belonging

**Engaging education partners and communities of interest** — to inform the Commission’s work

**Applying data** - to inform decision making and foster continuous improvement

### **Questions for Commission Discussion**

1. Across the draft vision, statutory mandate, and draft guiding principles included above:
  - a. *What resonates the most with you?*
  - b. *What do you think is missing or needs to be further emphasized?*
2. Please also share any feedback or suggestions related to the proposed plan structure and process.

### **Next Steps**

The Glen Price Group will work with Commission leadership to synthesize the issues and ideas surfaced during this review and planning session and prepare drafts and materials for consideration at a future meeting.

## Attachment A

### The Commission's Statutory Mandate

This attachment is a duplicate of [Attachment A to the December 2021 Commission meeting agenda item 1H](#).

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](#).