
1H

Information/Action

General Session

Strategic Planning Update

AGENDA INSERT

Executive Summary: Staff and consultants from the Glen Price Group will present draft components of the strategic plan developed in response to the December 2022 Commission meeting and identify next steps in the strategic planning process.

Recommended Action: Staff recommends that the Commission review and discuss the draft strategic plan and provide feedback and direction regarding next steps.

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.

Strategic Planning Update

Introduction

Staff and consultants from [the Glen Price Group](#) will present draft components of the strategic plan developed in response to the December 2022 Commission meeting and identify next steps in the strategic planning process.

Background

The Commission is developing a new strategic plan that will set the future direction of its work. The strategic plan will reinforce the Commission's mandate (see Attachment A) and will draw from the planning activities completed primarily in 2020 and 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.

In [item 1J](#), during the December 2022 Commission meeting, Commission staff and GPG presented an overview of the strategic planning process, a proposed structure for the new strategic plan, and drafts of a vision, statutory mandate, and guiding principles for Commissioner discussion and feedback. Following this meeting, GPG worked with Commission staff to incorporate Commissioner feedback on the draft plan components.

Draft Strategic Plan Components

The new strategic plan will include the following interrelated components:

- A **Vision Statement** that describes the future that the Commission is working toward. The Vision will serve as the North Star for the Commission's work.
- A summary of the Commission's **Statutory Mandate** that clarifies the Commission's purpose and core functions. The Statutory Mandate defines the areas in which the Commission has authority to act.
- **Guiding Principles** that articulate the Commission's commitments for how it approaches all aspects of its work. The Guiding Principles should inform the Commission's decisions and implementation of the plan.
- **Goals** that detail the impact the Commission plans to have. The Goals should connect to the Vision Statement and provide opportunities for the Commission to activate its Guiding Principles (i.e., deliver on its commitments).
- **Strategies** that specify how the Commission will take to make progress towards its goals. The Strategies should reflect the functions and limitations of the Commission's Statutory Mandate. The Strategies should provide opportunities for the Commission to activate its Guiding Principles (i.e., deliver on its commitments).

Together, these components describe the core identity and purpose of the Commission and frame its work for the next decade, with specific priorities for action over the next five years. Drafts of each of these components are presented below for Commission review and feedback.

Draft Vision Statement

California’s diverse and well-prepared educators support all students to realize their full potential in welcoming and inclusive schools.

Statutory Mandate

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

1. Educator¹ preparation
 - a. Setting rigorous standards for the preparation of the education workforce
 - b. Accrediting educator preparation programs to ensure quality
 - c. Developing and maintaining performance assessments and examinations to ensure teacher and leader readiness to begin professional practice
2. Educator licensure
 - a. Licensing California educators
 - b. Monitoring educator assignments
 - c. Investigating educator misconduct and taking appropriate disciplinary action
3. Administering and monitoring grants for educators entering the teacher pipeline
4. Developing and disseminating reports on key education issues including educator supply and credentialing

Draft Guiding Principles

The Commission commits to:

- 1. Ensuring the relevance and quality of its work** — through ongoing learning and creating opportunities for innovation
- 2. Working collaboratively** — by engaging education partners and communities of interest to inform each other’s work and advance shared evidence-based priorities
- 3. Applying data to inform decisions and foster continuous improvement** — by consistently collecting and analyzing impact data and reviewing current research
- 4. Advancing equity², diversity³, and inclusion⁴** — by considering these factors in decision making

¹ For the purpose of this strategic plan, the term “educator” is inclusive of any adult licensed by the Commission.

² The guarantee of fair treatment, access, opportunity, and advancement for all students and educators, while identifying and eliminating barriers that prevent full participation of some groups (Washington State Professional Educator Standards Board)

³ Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliation) (Washington State Professional Educator Standards Board)

⁴ Active, intentional, and ongoing engagement with diversity that cultivates empathy and belonging while increasing awareness, content knowledge, cognitive sophistication, and understanding (Washington State Professional Educator Standards Board)

5. **Taking a whole student⁵ approach** — by applying the science of learning and development to support all students in meeting their full potential
6. **Ensuring the safety and wellbeing of all students and educators** — by upholding high standards of professional conduct

Draft Goals and Strategies

Goal	Strategies
<i>Entrance into the Education Profession</i>	
1. Educator preparation programs hold candidates to high standards and adequately prepare them to support students from all backgrounds in culturally sustainable/responsive, equitable, inclusive, and safe environments	<ul style="list-style-type: none"> A. Set and uphold rigorous standards for educator preparation programs B. Collaboratively develop educator performance assessments that are embedded in and support clinically rich educator preparation C. Continue to evaluate and strengthen the accreditation system
2. Prospective educators have multiple pathways to explore and access a career in education and advance in the profession	<ul style="list-style-type: none"> D. Administer grant programs that expand pathways to credentialing E. Make the credentialing process more accessible and eliminate unnecessary barriers for prospective educators
3. California’s educators reflect the diversity of the students they serve	<ul style="list-style-type: none"> F. Provide clear information and guidance about how to enter and advance (e.g., National Board Certification) in the education profession
4. Induction programs support beginning educators with individualized professional learning and mentorship	<ul style="list-style-type: none"> G. Set and maintain standards to ensure induction programs appropriately support new educators as they move through professional development and mentoring to earn their clear credential
<i>Professional Licensure</i>	
5. Educators are appropriately licensed based on the preparation they have completed and the services they will provide	<ul style="list-style-type: none"> H. Ensure educators have met all preparation and licensing requirements to serve in California’s public schools <ul style="list-style-type: none"> 1. Conduct thorough evaluations of credential applications to ensure alignment with state credentialing laws

⁵ A “whole student” approach recognizes the connections between students’ social, emotional, cognitive, and academic development and their physical and mental health

Goal	Strategies
	<ul style="list-style-type: none"> 2. Credential analysts complete comprehensive, accurate training to understand all aspects of credentialing and licensure 3. Regularly communicate with education partners regarding changes and strategies related to credentialing I. Ensure educators hold the correct license for their assignment <ul style="list-style-type: none"> 1. Manage and facilitate annual educator monitoring of certificated assignments statewide within the California Statewide Assignment Accountability System 2. Conduct longitudinal analysis of assignment monitoring data to provide insight into the State's educator workforce 3. Support Local Education Agencies and County Offices of Education in their work in assignment monitoring by providing web resources, trainings, and direct support J. Collaborate with the California Department of Education for federal educator reporting requirements K. Conduct regular review of licensing examinations to maintain validity and reliability
6. Educators are of high moral character and act accordingly	L. Investigate allegations of misconduct and take appropriate disciplinary action
<i>Continuous Improvement</i>	
7. Data collection and analysis, program evaluation, and research in educator preparation and licensure inform the Commission, policy community, and education partners regarding emerging trends in credentialing	<ul style="list-style-type: none"> M. Collect, analyze, and report on key data related to teacher supply and demand, including leading and lagging indicators that may impact educator recruitment, preparation, employment, mobility and retention in the profession N. Build the Commission's capacity to collect and analyze survey and assessment data that shed light on quality in preparation of the education workforce

Questions for Commission Discussion

To help inform the next versions of the strategic plan, Commissioners will be invited to respond to the following questions:

1. What, if anything, is missing from the draft vision and guiding principles?
2. What are your reactions to the proposed structure of (i.e., categories for) goals and strategies?
3. Are there additional goals or strategies that we should include that align with the Commission's mandate?
4. Do the definitions of equity, diversity, and inclusion resonate with you?

Next Steps

GPG and Commission staff will:

- Refine the draft strategic plan based on Commissioner feedback
- Circulate the draft strategic plan for public comment
- Produce a final strategic plan for Commission review and potential adoption at the April 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](#).