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Information/Action

General Session

Strategic Planning Update

Executive Summary: This agenda item presents a draft strategic plan for Commission consideration and possible adoption.

Recommended Action: Staff recommends that the Commission review and adopt the strategic plan.

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
This agenda item presents a draft strategic plan for Commission consideration and possible adoption.

Background
The Commission on Teacher Credentialing's strategic plan was last updated in December 2014. 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.

Staff contracted with the Glen Price Group (GPG) in the fall of 2022 to support completion of the strategic plan. In December 2022, 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. In February 2023, the Commission reviewed and provided additional feedback on the emerging plan.

The draft strategic plan presented in this agenda item captures all feedback received to date from Commissioners, education partners and staff.

Staff Recommendation
Staff recommends that the Commission review and adopt the strategic plan.

Next Steps
Staff and GPG will make any final revisions called for by Commissioners and, pending approval of the plan, finalize, post and circulate the 2023 Strategic Plan of the Commission on Teacher Credentialing. In addition, staff will begin the work of organizing the agency's workplan in accordance with the new strategic plan.

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California Commission on Teacher Credentialing

Strategic Plan:

Ensuring Educator Excellence

2023

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Introduction

Background and Approach

Established in 1970 as an agency of the state's Executive Branch, the California Commission on Teacher Credentialing (the Commission) serves as the state standards board for educator preparation, licensure, professional practices, and discipline. The Commission plays a pivotal role in ensuring that California's educators are well prepared, appropriately licensed, and demonstrate professional conduct. The Commission also works closely with education partners to promote and implement policies related to the education workforce.

The Commission recognizes the positive impact that well-prepared and supported educators can have on students and that educators can be most effective when combining the science of learning with compassionate and creative teaching approaches.

The Commission believes that **effective educators**:

- Recognize, respect, and amplify each student's strengths, experiences, and background as assets for teaching and learning.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

The Commission believes that **effective school leaders**:

- Promote equitable outcomes in schools and identify and address the impact of explicit and implicit bias on instruction, classroom environment and other school policies.
- Identify, analyze, and minimize personal bias, understand how policies and historical practices create and maintain institutional bias, and enact leadership practices that address and monitor institutional-level inequity.

The Commission works to advance these core beliefs by establishing and ensuring the implementation of rigorous educator preparation standards and collaborating with education partners to improve policies and systems impacting California's educators. By centering equity, inclusion, and diversity in all that it does, the Commission serves as a catalyst for positive change for California's future.

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Statutory Mandate

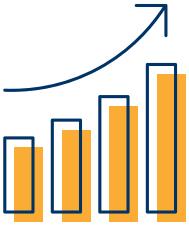
The Commission's primary responsibilities as framed in statute include:

1. Educator 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
d. Administering and monitoring grants for educators entering and progressing through the teacher pipeline

2. Educator Licensure

a. Licensing California educators
b. Monitoring educator assignments
c. Investigating educator misconduct and taking appropriate disciplinary action



3. Reporting

a. Developing and disseminating reports on key education issues, including educator supply and credentialing

About the Strategic Plan

This Strategic Plan puts forth the Commission's vision and guiding principles, goals, and strategies to progress towards this vision. In addition, the plan grounds the Commission's goals and strategies in its statutory mandate, which specifies the work of the Commission. This Strategic Plan will serve as a guide for Commission staff in setting annual targets and action plans over the next five years.

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Strategic Plan Overview

The graphic below provides a visual framework for key components of the strategic plan and summarizes the Commission's vision, guiding principles, and focus areas and goals.

VISION

Driven by equity and justice, California's educators engage in culturally sustaining practices to create learning opportunities that promote each student's academic, social, emotional and physical growth

GUIDING PRINCIPLES

- Advancing equity, inclusion, and diversity
- Taking a whole student approach
- Ensuring the safety and wellbeing of all students and educators
- Celebrating cultural and linguistic diversity

FOCUS AREAS & GOALS

Educator Preparation & Advancement

1. Effective preparation
2. Multiple pathways
3. Diverse educators
4. Meaningful induction

Professional Licensure

5. Appropriate licensure
6. Educator character and professionalism

Continuous Improvement

7. Uplifting research and practitioner voice
8. Coherent and effective policies

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Vision

Driven by equity and justice, California's educators engage in culturally sustaining practices to create learning opportunities that promote each student's academic, social, emotional and physical growth

The Commission envisions a future where:

Every Student...

- Is part of a welcoming, nurturing, and inclusive school community
- Is supported to grow academically, socially, emotionally, and physically
- Is prepared for success after school

Every Educator...

- Is prepared to meet the needs of California's students
- Is supported to thrive and advance in the profession

CA's Educator Workforce...

- Reflects the linguistic and cultural diversity of the state's population
- Collaborates to establish equitable and inclusive conditions for teaching and learning

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Centering Equity, Inclusion, and Diversity

California's education workforce should be representative of the state's racial, ethnic, linguistic, and cultural diversity and prepared to engage in culturally and linguistically sustaining teaching. To best support success for all California students and educators, the Commission prioritizes equity, inclusion, and diversity in decision-making, program design, and policy development. To guide these efforts, the Commission has adopted the following definitions:

Equity – Fair treatment, access, opportunities, and advancement for all students and educators that considers individual circumstances and elimination of barriers that prevent the full participation of some groups

Inclusion – Active, intentional, and ongoing support for diversity that cultivates empathy and belonging for every student

Diversity – 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)

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Guiding Principles

The principles below define the Commission's fundamental approach to its work. The Commission applies these principles to all actions, discussions, and decisions.

The Commission commits to:

Advancing equity, inclusion, and diversity — by prioritizing and centering these factors in decision-making, program design, and internal policy development

Taking a whole student approach — by applying the science of learning and development to support all students in meeting their full potential

Ensuring the safety and wellbeing of all students and educators — by upholding high standards for preparation and of professional conduct

Accepting, affirming, and validating cultural and linguistic diversity – by preparing educators to be responsive to the languages and lived experiences of California's students, families, and communities

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Goals and Strategies

The Commission's goals and strategies are organized in three interconnected focus areas:

1. Educator preparation and advancement	2. Professional licensure	3. Continuous improvement

Each focus area contains goals detailing the Commission's planned impact and multiple strategies that specify how the Commission will progress toward its goals. These goals and strategies provide a framework for the Commission to advance towards its vision, fulfill its mandate, and operationalize its guiding principles.

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Educator Preparation and Advancement

Goal 1. Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.

A. Set and uphold rigorous standards for educator preparation programs

B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin teaching

C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

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Goal 2. Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.

Goal 3. California's educators reflect the diversity of the students they serve.

D. Increase accessibility of the credentialing process by eliminating unnecessary barriers for prospective educators

E. Provide clear information and guidance about how to enter and advance in the education profession

F. Administer grant programs that expand pathways to credentialing

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Goal 4. Induction programs support the entry of new educators into the profession, strengthen their practice through directed and meaningful mentoring and professional development, and increase the likelihood of their retention in the profession.

G. Set and maintain rigorous standards to ensure induction programs effectively support new educators as they move through professional development and mentoring to earn their clear credential

H. Strengthen the connection between initial preparation and induction into the profession through individualized mentoring and professional development

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Professional Licensure

Goal 5. Educators are appropriately licensed based on the preparation they completed and the services they will provide.

I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools

J. Regularly communicate with education partners regarding changes and strategies related to credentialing requirements

K. Monitor and analyze educator assignments to determine whether educators are appropriately assigned based on the license they hold

L. Conduct regular reviews of licensing examinations and assessments to maintain validity and reliability

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Goal 6. Educators are of high moral character and act accordingly.

M. Set and communicate rigorous standards of professionalism for educators

N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

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Continuous Improvement

Goal 7. The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.

O. Strengthen the Commission's capacity to collect and analyze survey and assessment data related to quality in preparation of the education workforce

P. Collect, analyze, and report on key data related to teacher supply and demand, including leading and lagging indicators that impact educator recruitment, preparation, employment, mobility, and retention

Q. Use data to inform Commission and staff decision-making and continuous improvement

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Goal 8. California's policies impacting the education workforce are coherent and effective.

R. Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce

S. Collaborate and share data with other government agencies at the local, state, and national levels in support of coherent and effective education policy

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How the Commission Works

The following methods guide the Commission's ongoing work to implement the goals and strategies included in this plan.

Fostering innovation and ensuring the relevance of its work — through ongoing learning and creating opportunities for trying new ideas

Working collaboratively — by engaging education partners and communities of interest to inform each other's work and advance shared evidence-based priorities

Applying data to inform decisions — by consistently collecting and analyzing impact data and reviewing current research

Effectively managing internal operations — by aligning resources with Commission priorities, maintaining a positive workplace environment, and demonstrating professionalism and accountability for high standards of practice

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Glossary

The following list of terms emerged from planning discussions with Commissioners. The definitions of equity, inclusion, and diversity were adapted from the Washington State Professional Educator Standards Boards.

Culturally Sustaining Pedagogy and **Culturally and Linguistically Responsive Teaching** — Asset-based approaches that affirm students' cultural lives, incorporate this knowledge into the classroom, and collectively deem students' cultural histories and lived experiences as strengths. These practices affirm the diversity that students bring to the classroom and include instructional approaches that build on the cultural and linguistic experiences of students to make learning more relevant and effective.

Diversity — 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)

Educator — For the purpose of this strategic plan, the term "educator" is inclusive of any adult licensed by the Commission

Equity — Fair treatment, access, opportunities, and advancement for all students and educators that considers individual circumstances and elimination of barriers that prevent the full participation of some groups

Inclusion — Active, intentional, and ongoing support for diversity that cultivates empathy and belonging for every student

Science of Learning and Development — Knowledge about how young people best learn and develop.

Student — For the purpose of this strategic plan, the term "student" is inclusive of individuals served by California's public schools

Whole Student Approach — Recognizes the connections between students' social, emotional, cognitive, and academic development and their physical and mental health