



Commission on Teacher Credentialing

Updated December, 2014

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.