

# TSPC Draft Mission, Vision & Values

Prepared by Commission/Management working group, July 2022

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## Mission

To ensure Oregon schools have access to well trained, effective and accountable education professionals so all students have the opportunity to reach their full potential.

## Vision

Enhance our ability to deliver our core services, while expanding our contributions to the development of a diverse educator community that meets the evolving needs of Oregon's schools, students and education professionals.

To achieve this we will:

- Provide timely, effective and enhanced services for licensees, higher education, and the public.
- Advocate for our Mission and the importance of valuing educators in their role as providers of high quality education for Oregon students.
- Regularly review and refine professional standards and licensing criteria to promote educator diversity and optimize outcomes for Oregon's student population and educational environment.
- Support innovation in educator development that enable high levels of capability and support individuals' achievement of their professional goals.
- Ensure education professionals are continually informed and aware of the expectations, standards and accountability of ethical practices.
- Work collaboratively and offer leadership across our organization and with partners to build an outstanding and responsive educational system.

## Values

The following principles guide and inform fulfillment of our Mission, Vision and daily responsibilities:

- **Equity, diversity and inclusion** for every group and individual
- **Academic excellence** at all levels
- **Respect** for all people
- **Equal access** to education and educational opportunities
- Professional **ethics and integrity**
- Listening to and advocating for **education professionals and K-12 students**
- Promoting **safety and welfare** of the education community
- **Continual growth and development** of ourselves and those we serve
- A **comprehensive approach** to education that encompasses the social, emotional, academic, physical, and ethical needs of all students and their communities

[See existing statements, next page.]

## ***CURRENT TSPC Purpose Statements***

### *Mission*

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

### *Vision*

- Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.
- Provide leadership for professional leadership standards, including standards for: cultural inclusion, educator dispositions, and subject-matter competency.
- Provide timely, high quality services to licensees, higher education, and the public.
- Maintain & develop clear, concise & easy-to-understand administrative rules.
- Establish high standards for educator professional conduct and regularly communicate those standards to the field.

## ***Background on Purpose Statement Development***

### Initial comments on existing statements:

#### *Mission*

- A lot of "head" language, no "heart" - want it to inspire, not just guide
- Missing emphasis on diversity that's been growing in recent years. May help
- Serves to ensure workforce is of high-caliber and able to educate our students in OR to prepare them to be good citizens (Educators AND education) - education about "more" - (how do we live/relate to one another, engage in civic engagement, build community).
- So many layers of who we're service. Students are the ultimate—but customers are EPPs, future educators, current educators.
- Includes enforcing professional standards. Only place it comes up. It's the "evil dark side"—not sure how to incorporate
- Is it possible to think of PP *not* as "dark side"—*Help* educators practice w/o violating the rules. Make it brighter side.
- Encouraging EPPs to help educators with positive examples, how to live by high standards, while being aware of the consequences of "bad behavior."
- "Excellence" is an easy word to use, but may lose meaning or be too vague.
- Is "Educator" a more encompassing term? (More appropriate than "Teacher"?)

#### *Vision Comments*

- Like how each has bullet points - where it gets to the meat and potatoes
- Addresses various units of the agency
- Not sure these are really "Vision" - this is more like a job description
- Not clear what future state is that's different from today — view of where we're going vs where we are

- Needs to be motivational -- Does not meet that test. Does not grab me. Maybe it's the way it's expressed?
- There's some conflict right now about where we are and where we're heading—is there agreement?
- Can we be more nimble and flexible? Are there ways to operationalize what we have now? Revisit the operations part of what we do?
- If it's difficult to just get a license -- week/months, will they wait for this delay? Are we competing with other locations? If we don't fix this, we can't do the other things?
- Strategic Planning - made progress. Now looking at Mission and Vision; each group is a little different. Short vision statement - w/ bullets
- Educators are supported in every step of their "journey?" to be an \_\_\_\_\_"
- There is a gray area between EAC and TSPC. Is TSPC's focus on pre-service and EAC's focus on in-service. ?
  - Not exactly, we have more involvement for Professional Practices at in-service level

### Reflections on the process and final outcome:

- We reviewed current statements – what were strengths and weaknesses. Language was missing the *heart* of our work.
- Looked at the priorities, tried to make these forward-looking and incorporate those priorities.
- Short and easy to digest.
- Focus on *evolving* needs, dynamic environment. E.g. changing population,
- Aligns with work at state level around diversity (reflects ORS and OAR)
- Helps attract people with diverse backgrounds—understand the purpose of the work TSPC does.
- Within TSPC, seeking to remove barriers so everyone who should be an educator, can be an educator
- Highlights our desire to ensure educators are valued from recruitment, programming, ....
- Worked systematically, discussed, build on one another's ideas, looked at it very closely
- All of the voices were heard and valued in the process