

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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77-7807

TO: All Individuals and Groups Interested in the
Activities of the Commission for Teacher
Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *PL*

SUBJECT: Addendum to Designated Subjects Manual:
Supplementary Instructions and Guidelines for the Develop-
ment, Review, and Approval of Professional Preparation
Program Plans for the Supervision and Coordination
Authorization - Designated Subjects Programs

On April 8, 1977, under Coded Correspondence No. 76-7728, you were mailed a copy of the Addendum to Designated Subjects Manual: Supplementary Instructions and Guidelines for the Development, Review, and Approval of Professional Preparation Program Plans for the Supervision and Coordination Authorization - Designated Subjects Programs. Please note that the Guideline numbering on old page 1 (now page 5) has been corrected to follow the original guidelines. Also, note that the Institutional/LEA Requirements pages numbered 1-4 have been renumbered pages 5-8. Please replace your old pages 1-2 with new pages 5-6. Also, make corrections of pages 6-8 on your copies.

Enclosures

INSTITUTIONAL/LEA REQUIREMENTS

GUIDELINE 1.1.0 THE LOCAL EDUCATION AGENCY SHALL ENSURE COOPERATION AND COORDINATION AMONG ALL WHO PARTICIPATE IN THE PERSONALIZED IN-SERVICE TRAINING PROGRAM.

The selected guidelines following (see the 1.0 section of the Designated Subjects Manual for the full text) are all of particular importance for an addendum program. Any changes to or deletions from the LEA's basic P.A.R.D. as they relate to the addendum program should be noted for the following:

- 1.1.1 Evidence of broad local education agency involvement in and a commitment to program development.
- 1.1.2 Local education agencies, other than approved teacher preparation institutions, shall assume the responsibility for cooperation and participation of teacher preparation institutions, community agencies, and other agencies, groups or individuals.
- 1.1.3 Teacher preparation institutions, desiring to be approved for this program by the Commission, shall assume the responsibility for coordination of this program in cooperation with the employing agency, community agencies, and other agencies, groups or individuals.

Documentary evidence for 1.1.1, 1.1.2, and 1.1.3 to include, but not be limited to a description of:

- a. the frequency, purposes and results of involvement of all participants,
- b. the basis on which all participants are selected.

GUIDELINE 2.0 THE LOCAL EDUCATION AGENCY SHALL DETERMINE THAT THE TEACHER CANDIDATE MEETS THE EXPERIENCE OR SUBJECT MATTER KNOWLEDGE REQUIREMENTS FOR THE DESIGNATED SUBJECTS TEACHING CREDENTIAL.

(Refer to Pages 10-12 of basic manual for an explanation and appropriate documentary evidence.)

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GUIDELINE 3.0 THE LOCAL EDUCATION AGENCY SHALL PROVIDE THAT CANDIDATE SELECTION AND EVALUATION BE A SIGNIFICANT PART OF THE TOTAL PROGRAM.

The following factors should be included in a professional preparation program submitted for Commission approval:

- 3.1 Requirements for teacher candidates admission to the program based on a broad index, including:
- a. appropriate experience and/or academic achievement,
 - b. possession of an appropriate basic teaching credential.

GUIDELINE 4.0 PERSONALIZED IN-SERVICE TRAINING COMPONENTS FOR THE SUPERVISION AND COORDINATION AUTHORIZATION.

Competencies for the personalized in-service training program encompass a range of functions in a variety of settings, local education agencies will arrange for programs which provide courses and experiences appropriate to the teacher candidate's individual background and experience.

- 4.1 THE LOCAL EDUCATION AGENCY SHALL PROVIDE A PERSONALIZED IN-SERVICE TRAINING PROGRAM WHICH WILL DEVELOP UNDERSTANDINGS AND DEMONSTRABLE COMPETENCIES IN CREDENTIAL CANDIDATES.

The following components shall be included in a personalized in-service training program submitted for Commission approval:

For the full-time Designated Subjects Teaching Credential, with the supervision and coordination authorization: personalized in-service training requirements are a minimum of 6 semester units, or 90 clock hours, or its equivalent.

- 4.2 Personalized In-Service Training. The local education agency shall arrange for a program of personalized in-service training which will develop in candidates

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understandings and demonstrable competencies to include a minimum of 6 semester units, or 90 clock hours, or the equivalent. The following components shall be included in a personalized in-service training program submitted for Commission approval:

- (1) Advanced knowledge of the purposes, characteristics, and activities of vocational and/or nonvocational Designated Subjects programs.
- (2) Planning, organization, and management of Designated Subjects programs which may include, but not limited to:
 - a. facility planning
 - b. conference leadership
 - c. community relations and advisory processes
 - d. program evaluation
 - e. advanced principles of student leadership and development
- (3) Personnel policy development and administration which may include, but not be limited to:
 - a. selection
 - b. evaluation
 - c. staff development
 - d. human relations
 - e. supervision
- (4) Fiscal and regulatory concepts related to Designated Subjects programs which may include, but not be limited to:
 - a. budgeting
 - b. legislation
 - c. school law
 - d. intra- and inter-agency relations
 - e. funding sources

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A candidate need not be required to complete all of the elements in the personalized in-service program; however, an explanation of why elements are not included must accompany the application for the credential.

Documentary evidence for 4.2 to include, but not be limited to a description of:

- a. a list of the required professional preparation program elements for each and every program option, and an indication of how these program elements will be provided,
- b. the goals and objectives* stated in measurable terms for each of the required competencies accompanied by a statement showing how each competency is intended to contribute to the excellence of the candidate,
- c. the minimum experience to be provided the candidate in order to attain the objectives specified for each competence,
- d. the minimum criteria* by which the candidate's performance shall be measured as related to the objectives specified for each competence,
- e. provisions made for each candidate to know precisely what is expected of him in each program element and exactly how he is expected to accomplish it,
- f. a comparative program summary (matrix) for each program option relating (1) program objectives (b above) to (2) personalized in-service components (1-4 above) to (3) program elements (a above).

* Particular care should be exercised in developing these statements for the P.A.R.D.