

COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY

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September 13, 1978

78-7911

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: Scope and Content Statement for Administrative Services Examination

The Commission for Teacher Preparation and Licensing has approved and adopted the attached Scope and Content Statement for Administrative Services Examination. Your attention is called to the following two items:

- (1) A scope and content statement is an outline of the minimum knowledge and competencies to be achieved by a candidate credentialed in a given category, and not a description of an entire program appropriate to any institution.
- (2) The percentages included are actually instructions to test-makers regarding the proportion of the examination to be devoted to each topic or area and are not recipes for curriculum-making.

The following calendar provides information on the time provided for extensive field review, Committee review, Public Hearing, Advisory Panel review, and final adoption by the Commission:

May 14, 1973	Scope and Content Statement for Administrative Services Examination sent to the field soliciting written response.
July 25, 1973	Scope and Content revised by Advisory Panel.
August 2, 1973	Revised Scope and Content Statement reviewed by Examinations Committee.
August 3, 1973	Scope and Content reviewed by Commission.
September 7, 1973	Public Hearing before the entire Commission - Sacramento, California.
September 7, 1973	Scope and Content Statement for Administrative Services Examination - Final adoption by the Commission.

March 2, 1978	New Administrative Services Advisory Panel constituted.
April 12, 28, 29 & May 11 & 18, 1978	Scope and Content Statement revised by Advisory Panel.
June 1, 1978	Scope and Content Statement reviewed by Committee.
June 18, 1978	Scope and Content Statement for Administrative Services Examination sent to the field soliciting written response.
August 21, 1978	Comments from field reviewed by Advisory Panel.
September 1, 1978	Revised Scope and Content Statement for Administrative Services Examination - final adoption by the Commission.

100%

REVISED
SCOPE AND CONTENT STATEMENT
FOR ADMINISTRATIVE SERVICES EXAMINATION
REFLECTING RESPONSES FROM FIELD

Effective educational administration demands a high level of competence in leadership and human relations. While emphasizing the importance of these qualities, the Scope and Content Statement also reflects the skills needed for: (1) community awareness and involvement, (2) improved educational programs, and (3) continued development of managerial skills, including evidence of written communication skills.

25% I. HUMAN RELATIONS

7% A. Attitudes and Skills

1. Intrapersonal

a. Flexibility

b. Insight into personal values and perspectives

c. Listening skills

2. Interpersonal

a. Individual and group attitudes, behaviors and interactions

b. Rapport, trust and mutual respect

c. Listening and communicating skills

5% B. Community Relations

1. Public relations and information

a. Community groups and information

b. Use of media

2. Assessment of community needs and relationships

5% C. School Community Awareness

1. Demographic and sociological trends or movements

2. Understanding of ethnic and socio-economic groups

a. Cultural and economic patterns

b. Contributions of various cultures

3. Understanding power structures
4. Working with boards of trustees, other appropriate boards and agencies, advisory committees and site councils

4% D. Conflict Resolution

1. Group/social dynamics and process
2. Knowledge and techniques of conflict resolution

2% E. Sensitivity to and Respect for Roles, Rights and Responsibilities of Others

2% F. Dealing with Controversial Issues

35% II. LEADERSHIP AND MANAGEMENT SKILLS

5% A. Decision Making and Problem Solving Process

7% B. Communication Skills with Students, Staff, Parents and Community

1. Interpersonal
2. Organizational
3. Public information

7% C. Personnel Management

1. Selection, classification and assignment of policies and procedures
2. Supervisory techniques and relationships
3. Evaluation and professional growth techniques
4. Employee relations
 - a. Collective bargaining
 - b. Certificated personnel practices
 - c. Classified personnel practices

8% D. Budgeting and Management of Resources

1. Human
2. Physical

3. Financial

4. Time

2% E. Understanding Organizational Structure and Role Identification

2% F. Establishing and Evaluating Personal and Organizational Goals and Objectives

4% G. Understanding of Leadership and Management Theories, Styles and Techniques

20% III. CURRICULUM AND INSTRUCTION

10% A. Foundations for Curriculum Planning

2% 1. Historical and philosophical backgrounds of education

a. Analysis of trends, aims and purposes; i.e. mainstreaming

b. Appraisal and synthesis of past and current concepts and practices

3% 2. Social forces and strategies affecting curriculum design

a. Implications of political, social and economic influences

b. Selection of appropriate strategies for implementation of curriculum design

5% 3. Human Development

a. Basic psychological principles

b. Growth and developmental factors affecting curriculum

c. Subject matter content and goals of instruction in relation to the cognitive, affective, and psychomotor domains

d. Programs for exceptional students

10% B. Process of Development and Improvement

2% 1. Assessment of needs

2% 2. Selection of objectives, aims and goals of instruction

2% 3. Development of a curriculum plan

- a. Designation of appropriate content, learning experiences, and teaching aids
 - b. Selection of methods of instruction
 - 2% 4. Essential factors and techniques for implementation
 - a. Leadership roles and staffing
 - b. Involvement of staff, students, parents, and community
 - c. Staff development
 - d. Resource support
 - e. Dissemination of information and feedback
 - 2% 5. Evaluation of curriculum design and process
 - a. Principles and methods
 - b. Selection of procedures commensurate with designated objectives, aims and goals
 - c. Plans for recommendations and revisions
 - d. Procedures for continuous study, evaluation and implementation of curriculum
- 20% IV. GOVERNANCE, LEGISLATION AND COURT DECISIONS
 - 5% A. Legal Framework of Education and Public School Organization: Federal, State, and Local
 - 7% B. Significant Laws, Codes, Court Decisions and District Policies Relating to:
 - 1. Staff, students, parents, and community
 - 2. Due process
 - 3. Tort liability
 - 2% C. Contract Administration
 - 1. Employee
 - 2. Business
 - 6% D. Financial Support - Federal, State, Local
 - 1. Categorical and general funding
 - 2. State budget requirements, budgeting procedures and recent legislation affecting local school districts