

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

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November 15, 1979

TO: Individuals and Organizations Interested in the  
Activities of the Commission for Teacher Prepara-  
tion and Licensing

FROM: Peter L. LoPresti, Executive Secretary, Commission  
for Teacher Preparation and Licensing *PL*

SUBJECT: Preamble and Principles Adopted by the Commission

I am pleased to share with you the accompanying documents, entitled "The Teacher Preparation and Licensing Function: A Preamble" and "Guiding Principles for California Teacher Preparation and Licensing."

These statements were adopted by the Commission for Teacher Preparation and Licensing at its November 2, 1979, meeting, following extensive discussion and deliberation the previous evening and at two earlier meetings in April and August of this year.

These statements have been adopted by the Commission to serve as a guide during future discussions of policy and practice in the field of teacher preparation and licensing in the state.

We share them with you at this time for your information, and as always I would welcome any comments or reactions you might have.

**COMMISSION FOR TEACHER PREPARATION AND LICENSING**1020 O STREET  
SACRAMENTO 95814THE TEACHER PREPARATION AND LICENSING FUNCTION: A PREAMBLE

The Commission for Teacher Preparation and Licensing was created through enactment of the Teacher Preparation and Licensing Law of 1970 (the Ryan Act) as an independent agency with responsibility for assuring high standards in and providing leadership to teacher preparation and licensing in California.

In keeping with the historic role of public education mandated by the Constitution of the State of California, the Commission pursues its responsibility in a manner which will assure the availability of educational personnel responsive to the intellectual, physical, and moral needs of the children and youth of the state. To this end the Commission establishes broad standards and guidelines for preparation and licensing of educational personnel, sufficiently flexible to assure quality and encourage innovation.

By virtue of the powers and duties given the Commission through the legislative process the accompanying basic principles have been developed as a framework for planning, decision-making, and administration in the field of teacher preparation and licensing in California.

GUIDING PRINCIPLES FOR CALIFORNIA TEACHER PREPARATION AND LICENSING1. Education as a State Function

The implementation of the state's Constitutional mandate for public education which will effectively serve all citizens has historically involved close cooperation between local school authorities, county school offices, institutions of higher education, and state educational agencies, as well as all interested professional and lay groups. In exercising its legislative mandate, the Commission is committed to this tradition of cooperation with and involvement of all parties to the preparation and licensing of educational personnel in California.

2. Credentialing Standards

The primary purpose of state credentialing of educational personnel is to provide state-mandated minimum standards for employment in the public elementary and secondary schools of California. The Commission continues to review such standards to assure that the requirements for each credential are appropriate to the functions which credentialed persons perform in the schools of the state.

3. Credentialing and Assignment

The state credentialing system provides direction to local educational authorities in the utilization and assignment of educational personnel. The Commission is committed to the definition and implementation of a credentialing structure which is flexible enough to meet local staffing needs as well as rigorous enough to assure that high standards of competency have been achieved by all personnel appropriate to the assignments in which they serve.

4. Diversity and Experimentation

While setting state standards for credentialing, the Commission expects and encourages diversity in professional preparation of educational personnel which is appropriate to local needs, responsive to the strengths and traditions of the institutions of higher education involved in such preparation, and mindful of the directions of contemporary educational research and practice. Quality programs of professional preparation are anticipated both in response to the Commission's stated standards and under the provisions of the Ryan Act for experimental programs.

5. Professional Development

State standards for educational credentialing are based upon an expectation of continued professional development and growth by all involved. In order to assure that all members of the profession engage in self-renewal responsive to changing needs in the schools and the accumulation of new professional

and subject matter knowledge, the Commission is committed to the continuing development and refinement of a credentialing system supportive of ongoing staff development.

6. Evaluation

The Commission is committed to continued implementation of a process for evaluation of its mandates and policies, including but not limited to the evaluation of all programs which lead to the issuance of credentials and the evaluation of credential recipients employed in the schools of California. Such evaluation will provide insight to the Commission in its policy-making and leadership role in the field of teacher preparation and licensing.

7. Types of Credentials

The state credentialing system should contain only the number and types of credentials necessary to meet the needs of the public schools of California. While mindful of the legal mandate for a simple credentialing system, the Commission is also committed to responding to needs for new educational personnel which may require changes in existing types of credentials.

8. Pedagogy, Content, and Field Experience

The Commission is committed to encouragement and approval of programs of preparation for educational personnel which best combine the key elements of pedagogy, academic subject matter content, and field experience appropriate to the credential sought. Such preparation must recognize the contemporary nature of California schools and at the same time seek to project future educational needs. The professional knowledge and academic study which form the foundation for successful teaching and service and the on-site field experience are equally critical to any credential program.

9. Equal Opportunity

The Commission supports and encourages procedures which serve to assure that entry into the educational profession in California is open to all qualified persons. To effectively serve the children and youth of California, educators credentialed by the Commission and employed in the schools must reflect the diverse population of the state.

10. Individual and Public Rights

It is the purpose of the credentialing system to assure the rights of both those seeking a credential and the public which will be served by the educators employed in the schools of California. The Commission must first be committed to the protection of the children and youth of the state from incompetence, malfeasance, and criminality on the part of certificated personnel. It must also be the case that criteria and procedures for entry into the profession and maintenance of credentials are clearly stated and publicly available to all who wish to attempt to meet the standards established by the Commission and by law.

Adopted by the  
Commission for Teacher Preparation and Licensing  
of the State of California,  
November 2, 1979,  
Sacramento, California