

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO, CALIFORNIA 95814

(916) 445-0184

OFFICE OF THE EXECUTIVE SECRETARY



11 June 1982

81-8236

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

FROM: *Edmund G. Brown*
John F. Brown, Executive Secretary

SUBJECT: Proposed Provisions of Title 5, California Administrative
Code, Section 80066. Requirements for Preparation Programs
for the Preliminary Services Credential with a Specialization
in Administrative Services

In accordance with Commission policy and administrative regulations, the above-cited Title 5 Regulation is being distributed prior to public hearing. The public hearing to add Section 80066 - Requirements for Preparation Programs for the Preliminary Administrative Services Credential - is scheduled as follows:

August 5, 1982
1:00 p.m.
Mansion Inn
16th & H Streets
Sacramento, California

The Commission is proposing to adopt new regulatory provisions pertaining to (1) criteria for Commission approval of preparation programs for the Preliminary Administrative Services Credential with a Specialization in Administrative Services, and (2) specify the approval periods for existing programs and for new programs to be approved by the Commission pursuant to the proposed regulation.

Please feel free to duplicate and distribute these proposed Title 5 regulations to anyone you believe might be interested in responding. If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commissioners and staff. If you can provide your statement to the Commission Office 15 days before the public hearing, sufficient copies of the material will be duplicated and distributed for Commission and staff use. We would also appreciate a call to the Commission office if you plan to make a presentation in order to schedule sufficient time on the agenda for people who wish to address the Commission. If you do not want to make a presentation or submit a statement re: the proposed Title 5 regulations, you can reply on the Response Form found on the last page.

Attachment

PROPOSED ADDITIONS TO TITLE 5 REGULATIONS
SECTION 80066

80066.

REQUIREMENTS FOR PREPARATION PROGRAMS FOR THE PRELIMINARY SERVICES
CREDENTIAL WITH A SPECIALIZATION IN ADMINISTRATIVE SERVICES:
ENTRY LEVEL PROGRAM OF SPECIALIZED AND PROFESSIONAL PREPARATION

(a) To be approved by the Commission as an entry level program of specialized and professional preparation an institution of higher education shall develop procedures which will verify the knowledge and skill of successful candidates in the following areas of administrative services as part of validating a candidate's eligibility for a Preliminary Services credential with a Specialization in Administrative Services.

(1) LEADERSHIP

- (A) Concepts of leadership.
- (B) Understanding of self, including self-evaluation procedures.
- (C) Fundamentals of human relations and professional ethics.
- (D) The administrator's role in group processes.
- (E) Inter- and intra-organizational decision-making processes and techniques.
- (F) Concepts and procedures related to school climate.
- (G) Change agent roles within the school setting, with special emphasis on the role of the administrator.
- (H) Planning model concepts.

(2) IMPROVEMENT IN THE EDUCATIONAL PROGRAM

- (A) Major movements in American curriculum and instruction.
- (B) Principles of human growth, development and learning.
- (C) The roles of staff, parents, pupils and community in curriculum development.
- (D) Procedures for curriculum development and implementation.
- (E) Supervision and evaluation of curriculum and instruction.
 - 1. Strategies for supervision and evaluation of:
 - A. Program content (curriculum), including racial, cultural and sex factors;
 - B. Teaching and other instructional processes;
 - C. Pupil achievement.
 - 2. Use of resources: human, fiscal and other.
- (F) Implementation procedures for mandated and special programs.
 - 1. Including, but not limited to mainstreaming.
- (G) Concepts and techniques of staff development.
- (H) Concepts and procedures related to student personnel services.

(3) PERSONNEL MANAGEMENT

- (A) General concepts and principles.
- (B) Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.
- (C) Principles and processes for supervision and evaluation of certificated and classified staff.
- (D) Personnel relations.
 - 1. Fundamental of collective bargaining.
 - 2. Developing, interpreting.
 - 3. Working with a variety of employee groups.

(4) SCHOOL-COMMUNITY RELATIONS

- (A) The roles of the school, public and community in the educational process.
- (B) Identifying and working with power structures and other influence groups.
- (C) Techniques and procedures for working with community agencies, advisory councils and other governing bodies.
- (D) Relationship with ethnic, racial and other minority groups.
- (E) Relationship with private sector organization.

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(5) LEGAL AND FINANCIAL

(A) Legal framework of American education

1. Historical
2. Significant laws, state codes, regulations and court decisions.
3. Development and implementation of local district policies, regulations and procedures.

(B) Financing public and private schools in America.

1. Historical and current sources and types of funding.
2. District-level funding and budgeting.
3. Site-level funding and budgeting.
4. Financial implications of personnel contracts and other obligations.

(6) GOVERNANCE AND POLITICS

(A) Concepts of authority, power and influence.

(B) Concepts of organizational development - general.

(C) Organizational patterns of public schools.

(D) The governing roles of federal, state and local agencies.

(E) Functions of school boards and district administrations in governance and policy making.

(F) Functions of district and site councils.

(G) The roles of professional organizations and unions.

(H) The roles of emerging social groups and forces.

(I) Mechanisms and procedures which enable access to the major political processes.

(7) SCHOOL MANAGEMENT

(A) Unit decision-making and problem-solving problems.

(B) Developing, implementing and evaluating goals, priorities, policies and practices.

(C) Concepts and utilization of resources: physical, human, financial and time.

(D) The use of research in school management.

(E) Principles of management of office, plant and ancillary services.

(F) Application of computers and other technology.

(G) Communications: modes, policies, effects.

(H) Procedures for conflict resolution.

(I) Procedures for stress management.

(b) To be approved by the Commission as an entry level program of professional preparation an institution of higher education shall include a field experience component which meets the following requirements:

(1) The candidate shall be provided field experience which gives particular emphasis to the following major areas of administrative services;

- (A) LEADERSHIP
- (B) IMPROVEMENT IN THE EDUCATIONAL PROGRAM.
- (C) PERSONNEL MANAGEMENT
- (D) SCHOOL-COMMUNITY RELATIONS
- (E) SCHOOL MANAGEMENT

(2) Field experience in the remaining areas of administrative services is recommended, and may be provided for candidates on an individual and/or situational basis and as a foundation for and/or introduction to experiences and formal preparation which follow issuance of the Preliminary Credential:

(3) (A) Significant field experience should be provided candidates in at least two or three school levels (elementary, intermediate, high school), and at least one of the experiences shall occur in a cross-cultural setting where the pupils are racial/ethnic populations different from that of the candidate.

(B) Credit for equivalent experiences on the part of candidates may be granted for specific field experience areas and/or program competencies, and are to be verified by the employing school district and the preparation institution.

(4) (A) The length of the field work provided for candidates shall provide experiences and systematic preparation opportunities which provide the candidate a perspective of a full school year, and should be effective prior to the beginning of a school year, and extending beyond the end of a school year, planned to involve appropriate major experiences related to the major functions cited in (b)(1) above.

(B) Credit for equivalent experiences on the part of candidates may be granted for specific field experience areas and/or program competencies, and are to be verified by the employing school district and the preparation institution.

(5) (A) Verification of the scope length and successful completion of the field experience for each candidate shall be a joint responsibility and function of the candidate, the school district and the preparation institution. Emphasis shall be given to the quality and scope of the performances of the candidate within the field experience, as observed and validated by designated representatives of the school district and the preparation institution, reviewed by and concurred with by the candidate.

- (B) The development of systematic procedures for documenting the verification of the required field experiences for each candidate shall be a principle, but not exclusive, responsibility of the preparation institution and shall be a part of the program document submitted to the Commission for approval.
- (6) (A) Field experience supervisors of candidates, both at the school site and from the institution of higher education should be selected with care for the purpose of promoting candidate learning and proficiency and for validating the performance of assigned candidates.
- (B) Upon the assignment of a candidate, all site supervisors should participate in specific training experiences relating to the purposes and procedures of the field experience program for each candidate.
- (c) Effective July 1, 1982, all programs of specialized and professional preparation for the Services Credential with a specialization in Administrative Services approved by the Commission on or before June 30, 1982 shall be approved as meeting the requirements for the preliminary Administrative Services Credential, and this approval shall be effective until June 30, 1984.
- (d) Effective July 1, 1984 all approved programs of specialized and professional preparation for the Preliminary Services Credential with a specialization in Administrative Services shall meet the provisions of subsections (a) and (b) of this regulation.

Authority: Education Code Section 44225
Reference: Education Code Section 44270

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OFFICE OF THE EXECUTIVE SECRETARY

Section(s) 80066

RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission for Teacher Preparation and Licensing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by August 1, 1982 in order that the material can be presented at the August 1982 Commission meeting.

- 1. Yes, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
- 2. No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned only.
- Organizational opinion. (Please specify) _____
- 4. I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
- No, I will not make a presentation to the Commission at the Public Hearing.

_____ Date _____
(Print or type name)

Title: _____

Representing: _____
(Circle One: School District, College, University, Professional Organization, Private Citizen, Other)