

## COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE SECRETARY



August 31, 1983

TO: All Individuals and Groups Interested in the Activities  
of the Commission on Teacher Credentialing

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

SUBJECT: The Proposed Structure of Requirements for Approval of  
Preparation Programs for the Professional Administrative  
Services Credential

Request for Review and Comment

At the August meeting the Commission received and approved, on an interim basis, the initial concept document which outlines the preparation program requirements for the new Professional Administrative Services credential. This document (copy attached), developed by the Commission's Advisory Panel for Administrative Services credentials during the period October 1981 to May 1983, is being sent to all interested individuals, institutions and organizations for review and comment. Because of the importance that thorough review and analysis be made by all interested parties, we ask that you also prepare copies of the document and disseminate to all persons and groups that you know would be interested in and would be affected by these requirements upon their ultimate adoption by the Commission. We plan to present to the Commission for review at the December 1983 meeting proposed Title 5 regulations for implementation of the full requirements.

Please submit all reactions and suggestions to my office, care of Dr. Sidney A. Inglis, by October 14, 1983.

Background of the Proposed Requirements

The origin of the panel's work and the philosophy which guided the development of its recommendations need to be known as one reviews the proposed structure of the new preparation programs. There follows a brief summary of aspects underlying the proposal and these should be borne in mind as an analysis of the document is made.

A. Origin of that Portion of A.B. 777 (Statutes of 1981) Which Created the Professional Administrative Services Credential

Assembly Bill 777 was a 1981 omnibus education bill, carried by then-Assemblyman LeRoy Greene, Chairman of the Assembly Education Committee. It contained, among other major items, provisions establishing the new second-level Administrative Services credential. These provisions, sponsored by the Commission and originally introduced in 1981 by Assemblywoman Marian Bergeson as A.B. 976, were amended into A.B. 777 as part of the Legislature's internal process to effect school reform. The statutory language establishing the new credential was written and sponsored by the Commission after its own study during the period 1979-1980 of the adequacy of school administrator training in California, and as a direct outcome of the Commission's formal report to the Legislature in response to House Resolution #17, introduced by then-Assemblyman Dennis Mangers in late 1979.

B. Origin of the Advisory Panel's Recommendations

The Advisory Panel for Professional Administrative Services Programs of Preparation, the establishment of which was authorized by the Commission in August 1981, first met in October 1981. The panel, whose composition was intentionally made diverse and, in some respects, non-traditional in perspective, was charged by the Commission with two major tasks:

1. To formulate a comprehensive set of recommendations for the instructional (competency) component of preparation programs leading to the new Professional Administrative Services Credential established by provisions of A.B. 777 (Statutes of 1981).
2. To develop a comprehensive description of an effective "delivery system" for the instructional components of approved programs for the credential.

The panel began with a clean developmental slate, for there was no state or national precedent for the "second-level" (the Professional) credential in California. The panel encountered and ultimately overcame several major issues as it sought a visionary, yet consensual document. All the while, the unique and critical value of the diverse perspectives represented by the membership of the panel was realized and served to strengthen the document as it evolved.

C. Philosophy Guiding the Development of the Proposed Program Requirements

The panel, after initial exploration and debate, reached an early agreement that the shape of approved programs for the new credential should have at least the following major characteristics:

1. All approved programs should be considered to be "advanced" administrative training programs, based on the fact that all

entering candidates would have previously completed an approved "entry-level" program of preparation (in order to obtain the required Preliminary Administrative Services Credential). Such advanced programs should be designed so as to provide candidates choices among the following major options:

- a. programs should allow an individual candidate to choose preparation to become a higher-level school administrator; that is, to choose an upward mobility (vertical) pattern of preparation.  
and/or
  - b. allow an individual candidate to prepare to become a highly proficient site or non-district office administrator - that is, to choose a specific career (horizontal) pattern of preparation.
2. All approved programs should provide unique and non-redundant types of knowledge and skill for all candidates, content which is above and beyond that contained in the preceding entry-level program. Indeed, as enrollees in "advanced" programs, candidates should be provided opportunities to stretch their vision and broaden their skills as school administrators, not confining their training to repetition of knowledge and skills already obtained and perfected. Accordingly, in working to identify major "competency" areas, the panel sought to identify main areas specifically different in title than those adopted for the preliminary credential.
  3. All approved programs should contain a significant "application-of-knowledge" (e.g., "hands-on" or field-experience) component that would challenge candidates to acquire and demonstrate advanced skills of school administration. These application components should provide field experiences of genuine depth and diversity and be directly related to the competency domains identified as part of the instructional component of programs.
  4. All approved programs, considering the diversity of California and the different needs of its many school districts, should provide maximum flexibility for candidates while maintaining assurances of quality control.
  5. All approved programs should give distinct emphasis to collaboration and joint planning between preparing institutions and employing school districts in the design and implementation of the preparation of all candidates for the Professional Administrative Services credential.

The panel, furthermore, recognizing the untried nature of these recommendations, suggests that it would be unwise at this time to set forth in more specific terms the desired advanced competencies to be demonstrated by candidates for this credential. Therefore, viewing the first years of implementation of the new policies as a trial period, the panel has cast the recommended eight competency areas in terms of "goal statements," intended to give guidance and not prescription to program developers.

The full recommendations of the panel are attached for review and comment.

PROPOSED REQUIREMENTS FOR APPROVED PROGRAMS FOR THE  
PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

August 22, 1983

PART A: Recommendations Pertaining to the Instructional Nature of Approved Programs for the Professional Administrative Services Credential

I. Statement of Purpose for Professional Administrative Services Credential Programs

The thrust of these programs is the advanced preparation of educational administrators who are knowledgeable about the complex and dynamic nature of the school as a human organization and are prepared to implement constructive changes when they assume leadership positions. Effective administrators understand that the school's learning climate is the major factor encouraging positive student outcomes. A positive learning climate is promoted by a number of important factors: staff expectations of student and program success, specific instructional conditions, a system to monitor student progress, a well-conceived and articulated discipline program, and the dedication to and implementations of clearly stated educational goals and objectives. Administrators must understand both the theory underlying these conditions and the practical means to establish the requisite environment essential to academic success of pupils.

II. Major Preparation Areas: Goal Statements Relating to Optimum Preparation

A. Organizational Theory, Planning and Application

An effective administrator needs an understanding of organizations as independent and dependent social entities, and must have the requisite skills to structure and/or lead in a variety of organizational settings, e.g., school boards, staff groups, parent groups, community groups, regional and state groups and agencies, and the like.

Programs approved to provide optimum preparation for administrators in this competency area shall address the underlying knowledge, skills and operational elements necessary for effecting educational organizations in varied structural settings and must provide means for candidates to demonstrate the application of skills in this area.

B. Instructional Leadership

Instructional leaders use effective management strategies and human relations skills to apply a breadth of knowledge about learning and instructional theory, educational trends and issues, and societal needs to the improvement of curriculum and instructional practices. This knowledge enables

administrators to assess the degree to which objectives are met, and to design effective strategies to expand the range of instructional practices to meet diverse student needs. Such leaders interpret theory and practice to the community and other educators, and continuously add to their own knowledge of curriculum, instruction, and learning.

C. Evaluation

An effective administrator has a depth of understanding about evaluation in its many forms. He/she promotes a learning climate that produce high-level student outcomes, compares curriculum and instructional practices with the goals adopted by the governing board, and employs effective supervision and evaluation techniques in helping staff improve performance. The effective administrator also uses a range and variety of measures to collect evidence of student achievement of district and societal goals, and develops systems for aligning curriculum, instructional and assessment practices with school district goals. He/she determines the effectiveness of programs in terms of balance, integration and continuity, and judges the worth of categorical and other special programs in terms of their contribution to overall goals.

D. Professional and Staff Development

Administrators skilled in professional and staff development plan collaboratively with other leaders and participants to assess needs, determine appropriate instructional strategies for adult learners and apply principles of organizational development. They integrate staff development with institutional goals and programs, and monitor and maintain program effectiveness. Additionally, skilled administrators generate, locate and utilize fiscal, human and material resources to achieve these ends.

The professional whose major responsibility is to provide professional staff development also designs staff development programs that produce changes in staff behavior and uses effective instructional presentation skills.

E. School Law and Political Relationships

The effective administrator demonstrates a thorough understanding of the legal framework and political processes that affect the educational setting by being able to: identify and analyze the current issues affecting educational policy; project trends and determine legal and political implications; apply legal requirements and principles in review and/or development of policies and practices at the local school and district level; demonstrate skill in use of legal resources; identify and analyze the various political and sociological forces that

directly or indirectly have impact on the school environment; work with competing interests through using the skills of compromise, negotiation and coalition-building; and institute change strategies for the improvement of the educational environment.

F. Fiscal Management

An effective administrator needs a broad understanding of concepts relative to school finance. The candidate for the Professional credential should demonstrate knowledge of the following areas: historical and current sources and types of funding for public and private schools, district-level funding and budgeting, the financial implications of personnel contracts and other obligations, current problems affecting school finance, categorical program funding, budgeting format used in the district of employment, and the organization and functions of the business services department in the district of employment.

The candidate shall demonstrate skills in the following areas: site-, program- and district-level funding and budgeting, administering a budget, and planning for the utilization of funds.

G. Management of Human and Material Resources

An administrator who has reached a high level of skill in dealing with human and material resources employs effective staff utilization models which recognize staff needs, organizational constraints, and available resources; employs appropriate personnel principles and practices in managing employee relations; employs effective planning strategies for both short-term and long-range staffing needs; develops effective guidelines for managing office, school plant, and support services; and develops planning models for assessing future needs in school plant development and ancillary support services.

H. Cultural and Socio-Economic Diversity

An effective administrator demonstrates that he/she understands and values cultural pluralism. To this end, an effective administrator demonstrates knowledge and understanding of the cultural diversity of society and an understanding of the local community. The administrator actively participates in the various cultural elements of the community.

The effective administrator practices leadership in developing, implementing, monitoring and assessing instructional programs so that the needs of various cultural groups in the community are met.

The effective administrator provides leadership in providing appropriate staff development, parent and community development, and student activities that meet each cultural groups' needs and interests.

PART B: Recommendations Pertaining to the Requirements for Commission Approval of Programs for the Professional Administrative Services Credential

In order to be approved by the Commission, all programs of professional preparation for the Professional Administrative Services Credential shall be designed to meet the following requirements:

1. Programs must consist of a minimum of 30 semester units, or equivalent.
2. Within the total program candidates shall have opportunities to develop knowledge and skill in the following competency domains (described in detail in Part A):
  - a. Organizational Theory, Planning and Application
  - b. Instructional Leadership
  - c. Evaluation
  - d. Professional and Staff Development
  - e. School Law and Political Relationships
  - f. Fiscal Management
  - g. Management of Human and Material Resources
  - h. Cultural and Socio-Economic Diversity
3. Procedures shall be established by which an individualized preparation program plan shall be collaboratively developed for each candidate by consultation between appropriate officials of the preparing institution, designees of an employing school district and the candidate. In cases in which it is not feasible to involve an employing school district, consultation with a designated person in a county office of education may be substituted. The individualized preparation program plan shall be filed with the preparing institution.
4. A minimum 1/2 of each candidate's program plan shall consist of direct instruction by the preparing institution of higher education, with the specific content to be identified within the candidate's individualized preparation program plan.
5. A minimum of 1/3 of each candidate's program plan shall provide opportunities and academic credit for planned field experiences which are directly related to the eight competency domains cited in paragraph 2 above. The scope and content of these field experiences shall be determined collaboratively by officials of the preparing institution, by the candidate and, whenever feasible, by designees of the employing school district, and shall be identified within the candidate's individualized preparation program plan.

6. The remaining 1/6 of the credit attached to candidates' individualized preparation program plan may consist of electives, directly related to the competency domains specified in paragraph 2 above, identified for and by the candidate, and by designees of the employing school district and may be selected from one or more of the following:
  - a. direct instruction elements provided by the approved preparing institution.
  - b. additional field experience elements within the approved program.
  - c. substantive and systematic knowledge and related skills presented by agencies approved by the employing school district and the preparing institution.
7. Upon the mutual agreement of the preparing institution and the employing school district, a candidate may receive credit for administrative experience gained prior to admission to the program if such experience is judged to be equivalent to elements and requirements of the approved program.
8. Successful completion of each candidate's individualized preparation program plan shall be certified by officials of the preparing institution of higher education after written consultation with the employing school district, or an official of the appropriate county office of education, and the candidate.
9. Each approved program shall provide specified appeal procedures, available and made known to candidates, that are designed to reconcile problems associated with individual interpretations of these provisions.
10. A preparing institution approved by the Commission shall certify to the Commission that the candidate has satisfied all requirements for the Professional Administrative Services credential in order for the candidate to become eligible for issuance of the credential.