

COMMISSION ON TEACHER CREDENTIALING

1020 O STREET
SACRAMENTO, CALIFORNIA 95814

OFFICE OF THE EXECUTIVE SECRETARY

May 21, 1984

83-8434

TO: ● Deans, Directors of Teacher Education
● Coordinators of Institutional Administrative Service Programs

FROM: John F. Brown, Executive Secretary

SUBJECT: Revised Manual for Developing, Evaluating, and Approving Professional Preparation Programs for the Preliminary Administrative Services Credential

Attached is a copy of the Commission's Manual for Approving Preliminary Administrative Services Programs, in which several additions have been made in order to more closely reflect Title 5 Regulations, Section 80096, which pertain to this subject. These additions have been made on pages 2, 3, 6, and 7 of the manual, and are identified by underlining, but do not substantially change the content of programs of preparation for the credentials.

Attached for your information, is a full copy of the Title 5, Section 80096.

If there are any questions or needs for assistance, contact Dr. Sidney Inglis, (916)322-5988, of my staff.

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MANUAL FOR DEVELOPING,
EVALUATING, AND APPROVING
PROFESSIONAL PREPARATION PROGRAMS
FOR THE PRELIMINARY
ADMINISTRATIVE SERVICES CREDENTIAL

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COMMISSION ON TEACHER CREDENTIALING

STATE OF CALIFORNIA

SACRAMENTO

JANUARY 1984

REVISED MAY, 1984

ADMINISTRATIVE SERVICES

GENERAL CONSIDERATIONS

Section A. Statement of Institutional Intent. Institutions wishing to submit programs for approval shall file a statement of their intent at least three months prior to the submission of the program document and at least six months prior to the beginning of a new credential program. This statement of intent is for the purpose of assisting the Commission in its scheduling of program reviews, and should be a written statement signed by the appropriate Dean or Department Chairperson. This letter should contain the following:

1. The contact person responsible for all programs designated.
2. The types of programs for which approval will be sought.
3. The expected date of initiation of the program. (Institutions should plan not to initiate programs until at least the semester following the submission date of the program document.)

Section B. Program Document. The basis on which programs are to be reviewed and approved/disapproved is the extent to which the Program Document meets the requirements established by the Commission on Teacher Credentialing (Categories A-C following), and is dependent upon a statement from the chief administrative officer of the institution, indicating that the program has full institutional approval. This statement should include the identification of all sites, including the main campus, where the program will be operated.

The information to be provided is in three parts:

1. Category A. This category consists of assurances that the proposed program is in compliance with specific requirements of the Commission.
2. Category B. This category also includes assurances. In addition, institutions are required to provide statements of program objectives, and explain how such objectives address the professional competencies and field experiences specified in this category.
3. Category C. This category consists of the requirements for institutional evaluation of its program and of its candidates and graduates. Institutions are required to provide evaluation designs, including sample instruments to be used, for determining effectiveness of the program.

The Commission reserves the right to review any and all documentation used to gain program approval, subject to a ten (10) day written prior notice from the Commission to the chief executive officer of the university/college.

CREDENTIAL PROGRAM REQUIREMENTS

CATEGORY A

The following assurances are to be verified by the Dean of the School of Education. These assurances represent absolute minimums required for all programs submitted for approval.

Each of the following is to be checked indicating compliance. Should any of these not be met, the program will not be recommended for approval, but following its review, will be returned to the institution.

1.0 Institutional Resources

1.1 Approved programs of professional preparation shall have a designated faculty member with the assigned responsibility for coordination of the program.

Compliance

1.2 Budgeting and other resources shall be allocated to this program of professional preparation in accordance with normal institutional procedures for such allocation.

Compliance

1.3 All programs submitted for approval shall be accompanied by a request for approval, signed by the chief administrative officer of the institution. This request to state the institution's commitment to provide the resources required to assure the program's achievement of its objectives, in compliance with the requirements of the Commission, and that the Institution of Higher Education has a curriculum in educational administration which provides graduate-level instruction resulting in credits which are transferable to other accredited institutions of higher education. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.

Compliance

2.0 Community Resources

2.1 Programs submitted for approval shall have had the involvement of constituents, to include, but not be limited to, three practitioners in the credential area and two non-educator members of the public, including representatives from the major racial/ethnic groups in the local school districts served by the institution.

Compliance

CATEGORY B. Professional Competencies and Field Experiences

1.0 The following represent additional program requirements.

1.1 Prior to recommendations for the Administrative Services Credential, the candidate shall be determined to have met provisions of a and b:

(a) The possession of a valid teaching credential issued under present or prior regulations, requiring the possession of a baccalaureate degree; or possession of a services credential with a specialization in pupil personnel services, library services, health services, clinical/rehabilitative services; or possession of a designated subjects credential, with the possession of a baccalaureate degree.

(b) A minimum of three years of successful, full-time classroom teaching experience in the public schools, or private schools of equivalent status, or three years of experience appropriate to the services or designated subjects credentials mentioned in (a) above.

1.2 The requirements for admission to the program (including grade point average) shall be at least comparable to requirements for other areas of professional study at the institution.

Compliance

1.3 Following Commission approval of this program, the institution shall continually update and upgrade the program, as necessary, to ensure that graduates will have the skills and knowledge necessary for entry into the field.

Compliance

2.0 The following skills and knowledge statements have been identified by practitioners within this credential area as some of the basic competencies essential for entry into the field. Institutions preparing candidates for this credential are expected to design their programs to develop such skills and knowledge as can be readily validated by practitioners as being requirements for service in the credential area.

In so doing, the institution must address any such competencies as may be identified and required by the Commission, and provide a complete description of its candidate evaluation procedures setting forth the institutions minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in the following areas of educational administration. Once such minimum requirements have been incorporated into the program, institutions are expected to include any additional preparation that may be identified as contributing significantly to the

ability of the graduate to be successful during the initial years of employment.

Compliance

Programs must be designed in part to develop specific skills and knowledge in the following competency areas:

A. Direct Instructional Components

2.1 Educational Leadership, to include:

- A. Concepts of leadership.
- B. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.
- C. Inter- and intra-organizational decision-making processes and techniques.
- D. Concepts and procedures related to total development of a school climate which promotes pupil learning.
- E. Fundamentals of short-term and long-range planning.

2.2 Improvement in the Educational Program, to include:

- A. Major movements in American curriculum and instruction as basis for contemporary instructional patterns.
- B. Principles of human growth, development and learning.
- C. The appropriate 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, to include:
 - a. Curriculum, including racial, cultural and sex factors;
 - b. Teaching and other instructional processes;
 - c. Pupil achievement.
- F. Appropriate use of resources; Human, fiscal and other, to effect optimum procedures of school instruction.
- G. Implementation procedures for state- and federal-mandated special programs and procedures.
- H. Concepts and techniques of staff development.
- I. Concepts and procedures related to direct services to pupils.

2.3 Management of Educational Personnel, to include:

- A. General concepts and principles of personnel management.
- 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, to include:
 - a. Fundamentals of collective bargaining.
 - b. Interpreting employment contracts.
 - c. Working with a variety of formal and informal employee groups.

2.4 School-Community Relations, to include:

- A. The roles of the school, parents and the general community in the educational process.
- B. Identifying and working with community influence groups, including:
 - a. Relationships with ethnic, racial and other minority groups.
 - b. Relationships with those private sector organizations that affect the school program.
- C. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.

2.5 Legal and Financial Aspects of Public Education, to include:

- A. The historical and current legal framework of American education and public schools.
- B. Financing public schools in America, to include:
 - a. Historical and current sources and types of funding.
 - b. District-level and site-level funding and budgeting.
 - c. Financial implications of personnel contracts and other obligations.

2.6 Educational Governance and Politics, to include:

- A. Fundamental concepts of authority, power and influence.
- B. The governing roles of federal, state and local agencies.
- C. Functions of school boards and district administrations in governance and policy making.
- D. The roles of professional organizations and unions.
- E. The roles of emerging social groups and forces.

2.7 School Management, to include:

- A. Developing, implementing and evaluating goals, priorities, policies and practices.
- B. The use of data collection procedures in school management.
- C. Principles of management of office, plant and ancillary services.
- D. Application of computers and other technology.
- E. Communications: modes, policies, effects.
- F. Procedures for pupil and staff conflict-resolution.
- G. Procedures for stress-management.

B. Required Field Experiences

1. Each successful candidate will be required to have school-site experiences which meet the following conditions:

- (A) Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education.
- (B) A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic/racial group other than that of the candidate.
- (C) Such duties and responsibilities shall be performed by the candidate in at least two school levels; i.e., elementary, junior high school or high school.

2. Documentation of the specific scope, length and the successful completion of the field experience set forth in this subsection for each candidate shall be a joint responsibility and function of the candidate and the preparation institution and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.

C. Relationship of Program Objectives to Commission Competency Statements (2.1 to 2.7 and field experiences).

In preparing documentation for the 2.0 section above, institutions must present the objectives of the program, and indicate the relationship between objectives and the competency requirements of the Commission.

3.0 Practitioners' Approval

At least five public school practitioners in the credential area, whose names are listed below, shall have had ample opportunity to study the objectives of this program, and attest to the appropriateness or inappropriateness of these objectives as adequate preparation for the credential area. The names of the practitioners shall be listed below.

Name	Position or Assignment/address	School District Affiliation	Appropriate (A) Inappropriate (I)

(Attach the assurance statements in the appendix)

CATEGORY C Program Evaluation

1. General Requirements

Program evaluation must be a process which is performed both during and following the implementation of a program, and requires a design that determines that appropriateness and effectiveness of the overall program and its activities. The Commission requires that every institution offering an approved professional preparation program in education conduct regular, formal, and systematic evaluations of such programs.

Evaluation designs must provide for a review of the total program, including institutional program objectives and all institutional requirements, including entrance requirements. The design must also provide for a review of all Commission requirements that directly relate to the manner and type of training provided, and of the skills and knowledge to be demonstrated by the candidates.

In addition, evaluation procedures must provide for the collection and analysis of data from candidates in the program; from graduates of the program; from actual and/or potential employers of graduates; from practitioners who are non-graduates, and from consumers of the service, e.g., parents, provided by the holders of such credentials.

The Commission expects institutions to maintain records of all evaluations and the results of faculty analysis of the data and implications identified, including, but not limited to:

- Annual reports on Graduate Follow-up and Institutional Data on Candidates and Graduates, to be submitted to the Commission.
- Results of Needs Analysis Surveys to be submitted to the Commission every four years by September 1st of each fourth year.
- The procedures for, and results of Evaluation of Candidates may be subject to Commission monitoring and team review, but are not to be submitted to the Commission on any scheduled basis, except as may be required for initial program approval or by special request of the Commission.

2. Specific Requirements

All evaluation designs must include, but need not be limited to, the following components:

1.0 Evaluation of Candidates Prior to Graduation and Recommendation for the Credential.

All candidates completing the program must be evaluated by the institution immediately preceding graduation and recommendation for the credential, to ensure that they have acquired the minimum academic and professional skills required for entry into the credential area, as such skills and knowledge are defined by Commission requirements and the goals and objectives of the program. Institutional determination of each candidate's skill and knowledge shall be made by procedures required in Category B, Part 2.0 of this manual.

In meeting the requirements of this section, programs, in order to obtain approval, must provide a description of the process by which candidates shall be determined to have met the requirements of the Commission and the objectives and requirements of the program itself. Such specification shall include, but not necessarily be limited to the following:

- A description of the evaluation (e.g., comprehensive examination, performance evaluation, etc. A check-off procedure of courses completed is not acceptable), including sample instruments and criteria.
- Identification of who is involved in the conduct of the candidate's final evaluation.
- Identification as to the person(s) making the final determination as to whether the candidate has demonstrated possession of required minimum academic and professional skills required for entry into the field.
- Provisions for candidate appeal.

Compliance

2.0 Follow-up of Graduates

Graduate follow-up is to be conducted as a regular and integral part of the evaluation of the program and must include the collection of data from graduates of the program, and from other persons having knowledge of the performance of the graduates, including the employers and immediate supervisors of graduates. This evaluation shall focus upon the perceptions of these sources as to the continued relevance of the skills and knowledge being developed by the program, rather than upon the specific performance of specific individual graduates.

In meeting the requirements of this section, the institution in order to obtain approval, must provide a description of the process by which the follow-up of graduates shall be performed. This description to include, but not be limited to, the following:

- Assurance that graduates will be surveyed at least one year after leaving the program.
- The identification of others (principals, assistant superintendents, etc.,) to be included in the follow-up evaluations.
- The identification of those, (e.g., faculty, practitioners, graduates, employers) who will participate in the review and interpretation of the data.)
- Samples of instruments to be used.
- A description of the process by which the results of the follow-up evaluation is fed back into the program for possible modification in the program's objectives and processes.

Compliance

3.0 Institutional Data on Candidates and Graduates

As part of the overall candidate and graduate evaluation, programs are required to obtain data on graduates securing employment in the credential area in which they have been prepared.

In meeting the requirements of this section, institutions, in order to obtain approval, must assure the collection and analysis of data, on an annual basis, including any programmatic implications and/or mitigating circumstances related to employment data, obtained from the following:

- Number of new students enrolled in the program.
- Number of graduates by academic year.
- Number of graduates employed in the credential area one year after completion of the program.

Compliance

A standard form for recording and submitting this information will be provided by the Commission along with the schedule for submission.

4.0 Needs Analysis

Institutions offering approved programs must survey school districts, and any other agencies or groups that would be expected to utilize the services of graduates of the credential program, to determine what skills and knowledge are deemed necessary to function effectively as a practitioner in the credential area. Such surveys are to be conducted at least every four years and the results analyzed to determine what modifications in the program are needed to insure that candidates are prepared to meet changing requirements of the profession.

In meeting the requirements of this section, programs, in order to obtain approval, must provide the following:

- An identification of the populations (groups, agencies, practitioners, schools, etc.) to be surveyed.
- A description of the procedures for collecting the data.
- A description of the type of information to be solicited from those surveyed.
- A description of the process for analysis and interpretation of the data, including how such information will be incorporated into the institutional process of program modification and improvement.
- The title of the individual(s) responsible for the gathering, analysis, and interpretation of the data.

Compliance

COMMISSION ON TEACHER CREDENTIALING
ADDITION TO TITLE 5 REGULATIONS,
CALIFORNIA ADMINISTRATIVE CODE

Approved: March 4, 1983

Article 4. Approval of Programs of Professional Preparation

Section 80096. Approval of Programs Leading to the Preliminary Administrative Services Credential.

(a) The Commission shall approve an educational program intended to prepare candidates for the Preliminary Services Credential with a specialization in Administrative Services if an application filed by an accredited institution of Higher Education provides the following facts and/or information:

(1) That the Institution of Higher Education has a curriculum in educational administration which provides graduate-level instruction resulting in credits which are transferable to other accredited institutions of higher education. Credit for successful completion by candidates of such programs of study shall be the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.

(2) A complete description of its candidate evaluation procedures setting forth the institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in the following areas of educational administration:

(A) Educational Leadership, to include:

1. Concepts of leadership.
2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.
3. Inter- and intra-organizational decision-making processes and techniques.
4. Concepts and procedures related to total development of a school climate which promotes pupil learning.
5. Fundamentals of short-term and long-range planning.

(B) Improvement in the Educational Program, to include:

1. Major movements in American curriculum and instruction as basis for contemporary instructional patterns.
2. Principles of human growth, development and learning.
3. The appropriate roles of staff, parents, pupils and community in curriculum development.
4. Procedures for curriculum development and implementation.
5. Supervision and evaluation of curriculum and instruction, to include:
 - a. Curriculum, including racial, cultural and sex factors;
 - b. Teaching and other instructional processes;
 - c. Pupil achievement.
6. Appropriate use of resources: Human, fiscal and other, to effect optimum procedures of school instruction.
7. Implementation procedures for state and federal-mandated special programs and procedures.
8. Concepts and techniques of staff development.
9. Concepts and procedures related to direct services to pupils.

- (C) Management of Educational Personnel, to include:
 - 1. General concepts and principles of personnel management.
 - 2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.
 - 3. Principles and processes for supervision and evaluation of certificated and classified staff.
 - 4. Personnel relations, to include:
 - a. Fundamentals of collective bargaining.
 - b. Interpreting employment contracts.
 - c. Working with a variety of formal and informal employee groups.
- (D) School-Community Relations, to include:
 - 1. The roles of the school, parents and the general community in the educational process.
 - 2. Identifying and working with community influence groups, including:
 - a. Relationships with ethnic, racial and other minority groups.
 - b. Relationships with those private sector organizations that affect the school program.
 - 3. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.
- (E) Legal and Financial Aspects of Public Education, to include:
 - 1. The historical and current legal framework of American education and public schools.
 - 2. Financing public schools in America, to include:
 - a. Historical and current sources and types of funding.
 - b. District-level and site-level funding and budgeting.
 - c. Financial implications of personnel contracts and other obligations.
- (F) Educational Governance and Politics, to include:
 - 1. Fundamental concepts of authority, power and influence.
 - 2. The governing roles of federal, state and local agencies.
 - 3. Functions of school boards and district administrations in governance and policy making.
 - 4. The roles of professional organizations and unions.
 - 5. The roles of emerging social groups and forces.
- (G) School Management, to include:
 - 1. Developing, implementing and evaluating goals, priorities, policies and practices.
 - 2. The use of data collection procedures in school management.
 - 3. Principles of management of office, plant and ancillary services.
 - 4. Application of computers and other technology.
 - 5. Communications: modes, policies, effects.
 - 6. Procedures for pupil and staff conflict-resolution.
 - 7. Procedures for stress-management.

(3) That each successful candidate will be required to have school-site experiences which meet the following conditions:

- (A) Actual performance of nearly all major duties and responsibilities authorized by the credential, under the supervision of persons credentialed to perform those duties and by instructional faculty designated by the approved institution of higher education.
- (B) A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than that of the candidate.
- (C) Such duties and responsibilities shall be performed by the candidate in at least two school levels, i.e., elementary, junior high school or high school.

(4) Documentation of the specific scope, length and the successful completion of the field experience set forth in subsection (a)(3) for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution, shall conform to procedures developed by the preparing institution pursuant to subsection (a)(2), and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.

(b) Effective Dates:

(1) 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, 1985.

(2) Effective July 1, 1985, all approved programs of specialized and professional preparation for the Preliminary Services Credential with a specialization in Administrative Services shall meet the provisions of subsection (a) of this section.

Authority: Education Code Sections 44225

Reference: Education Code Section 44270 (a), 44227