



COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE SECRETARY

January 31, 1985

84-851005

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

FROM: 
John F. Brown, Executive Secretary

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

Attached is a copy of the Commission's Manual for Developing, Approving, and Evaluating Professional Preparation Programs for the Professional Administrative Services Credential. The Commission realizes that the issuance of this manual is later than desired; however, approval of Section 80097 of Title 5 (California Administrative Code), which pertains to Professional Administrative Services Credential programs, by the State Office of Administrative Law has only recently been accomplished. That delay prevented the issuance of the manual until now.

Because these are new requirements for a significant new credential preparation area, you and your colleagues may have questions. If you have need for information and/or assistance, please contact Dr. Sidney Inglis, (916) 322-2305, of my staff.

Attachment

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

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COMMISSION ON TEACHER CREDENTIALING
STATE OF CALIFORNIA
SACRAMENTO
JANUARY 1985

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. The statement shall 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 prior to the semester following the submission date of the program document.)

Section B. Program Document.

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

The information shall be provided 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, the program document 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 shall 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 in program development and on-going implementation, 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

See also Category B, 3.0, page 8.

CATEGORY B. Professional Competencies and Field Experiences

1.0 The following represent additional program requirements.

1.1 Prior to recommendations for the Professional Administrative Services Credential, the candidate shall be determined to have met the following provisions:

- (a) The possession of a valid Preliminary or Clear Administrative Services Credential issued under present or prior regulations.
- (b) A minimum of two years of successful, full-time school administrative experience in the public schools, or private schools of equivalent status.
- (c) Completion of a Commission-approved program for the Professional Administrative Services Credential, at least one-half of which shall have been enrolled in by the candidate while employed in a full-time school administrative position.

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 advanced service in the field. Institutions preparing candidates for this credential shall design 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 shall 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 institution's minimum standards of knowledge and skill that shall be demonstrated in courses and field experiences developed in an individualized plan for each candidate in the areas of educational administration. Such description shall be as required in Category C, 1.0 (pages 9-10) of this manual. 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.

Programs approved by the Commission for this credential shall provide opportunities for each candidate to demonstrate knowledge and skills that are on a higher level of difficulty or area different than the requirements for the demonstration of knowledge and skill to complete an approved Preliminary Administrative Services program. The demonstration of knowledge and skills shall be required in the following eight (8) areas of educational administration, provided that equal emphasis need not be required for each of the eight areas within each candidate's individual plan of course work and field experience:*

A. Competency Domains

- (1) Organizational Theory, Planning and Application, to include:
 - (A) The theory and functions of human organizations as independent and dependent social entities within American society.
 - (B) Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations.
- (2) Instructional Leadership, to include:
 - (A) Management strategies designed to achieve goals and objectives.
 - (B) Human relations and the dynamics of groups.
 - (C) Learning and instructional research and theory.
 - (D) Educational trends and issues.
 - (E) Current and emerging needs of society for the improvement of school curriculum and practices.
 - (F) Strategies to meet diverse pupil needs.
 - (G) Computer technology applied to instructional practices.
- (3) Evaluation, to include:
 - (A) Conditions that result in low- or high-level pupil learning outcomes.
 - (B) Evaluation of program and/or curriculum effectiveness.

*A complete listing of all courses and other program elements, including a citation of units of credit for each, as well as a complete description of how the program will be implemented, shall be provided in this section of the program document.

- (C) Evaluation of teaching effectiveness.
 - (D) Evaluation of staff performance.
 - (E) Evaluation of pupil achievement.
 - (F) Effective means to compare classroom, school and school district instructional goals to outcomes.
 - (G) Evaluating the role and effectiveness of specially-funded educational programs.
- (4) Professional and Staff Development, to include:
- (A) Collective planning with other administrators and participants for instructional strategies for adult learners.
 - (B) The application of knowledge of the functioning of organizations to adult learning and performance.
 - (C) Means to integrate organizational goals with specific programs of adult learning.
 - (D) Sources of funding to carry out staff development activities.
- (5) School Law and Political Relationships, to include:
- (A) The legal framework of national, state and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.
 - (B) Political jurisdictions and bodies that make and/or affect state and local educational policy.
 - (C) The application of established legal principles to policies and practices at the local school and district level.
 - (D) Political forces that directly or indirectly have effect upon school practices.
 - (E) Sociological forces that directly or indirectly have effect upon school practices.
 - (F) Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.
- (6) Fiscal Management, to include:
- (A) School district-level funding and budgeting.
 - (B) Financial effects of personnel and other contractual obligations.

- (C) Current problems affecting school financing on state and local levels.
 - (D) The organization and functioning of school district business services departments.
- (7) Management of Human and Material Resources, to include:
- (A) Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources.
 - (B) Developing and implementing effective personnel policies.
 - (C) Short- and long-term planning procedures for filling staff needs.
 - (D) Short- and long-range planning procedures for filling needs for building, equipment and supplies.
- (8) Cultural and Socio-Economic Diversity, to include:
- (A) The general ethnic, racial and religious composition of the state and the specific composition of the local community.
 - (B) Concepts of cultural values and language diversity.
 - (C) Programs and procedures for meeting the instructional needs of limited-English-proficient pupils.
 - (D) Principles and procedures for involving all parents and other family-members in school activities and in reaching educational objectives.

B. Program Design, Field Experiences and Additional Program Requirements.

In addition to the foregoing, all of the following are requirements for Commission approval of a program:*

- (1) Procedures shall be established by which an individualized preparation program plan shall be collaboratively developed for each candidate by the preparing institution in consultation with designees of an employing school district and the candidate. In cases in which it is not feasible to involve

*A complete description of how the program also meets requirements for the individualized program plan, the field experiences, and the "electives" component shall be provided.

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 and may be revised from time to time upon agreement by the candidate, the preparing institution, and the employing school district or appropriate county office of education.

- (2) 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.
- (3) 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 Section A above. The scope and content of these field experiences shall be determined collaboratively by officials of the preparing institution, by the candidate, and by designees of the employing school district, or appropriate county office of education, and shall be identified within the candidate's individualized preparation program plan.
- (4) The remaining 1/6 of the unit credit for each candidate's individualized preparation program plan as set forth in paragraph (1) above may consist of electives, directly related to the areas of educational administration specified in Section A above, selected from one or more of the following:
 - (A) Direct instruction elements provided by the approved preparing institution which are in addition to elements described in paragraph (2) above.
 - (B) Field experience elements within the approved program which are in addition to academic credit given for field experiences described in paragraph (3) above.
 - (C) Knowledge and related skills presented by agencies approved jointly by the candidate's employing school district and the institution of higher education approved for this program and which shall be related to the eight competency areas provided in Section A above.
- (5) 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.
- (6) Each approved program shall contain a description of candidate appeal procedures, which shall be made known in writing to candidates by the program coordinator or designee upon each candidate's admission to the program.

- (7) A preparing institution approved by the Commission shall certify to the Commission that the candidate has satisfied all other legal requirements for the Professional Administrative Services Credential, as specified in Education Code Section 44270.1, in order for the candidate to become eligible for issuance of the credential.

C. Special Credit Considerations.

Candidates initially enrolled between July 1, 1982 and June 30, 1984 in administrative services preparation programs approved by the Commission prior to July 1, 1982, shall be allowed a maximum of six semester units, or their equivalent, of credit toward fulfilling the program requirements for the Professional Administrative Services Credential, provided that such credit is agreed to by the preparing institution, the employing school district and the candidate, and further provided that such credit, if granted, shall be only for credit in excess of Commission requirements for the Preliminary Administrative Services Credential.

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.

Name	Position or Assignment/Address	School District Affiliation

(Attach the assurance statements in the appendix.) See also Category A, 2.1, page 2.

CATEGORY C. Program Evaluation

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 the 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 provided by the holders of such credentials (e.g., parents).

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.

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. Such skills and knowledge are defined by Commission requirements in Category B of this manual and by 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, 2.0, pages 3 and 4, of this manual.

In meeting the requirements of this section, institutions shall 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 (as referenced earlier in this manual in Category B, 2.0, pages 3 and 4). 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, as cited in Category B, 2.0, of this manual.
- Identification of person(s) 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 shall 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 (e.g., 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 process.

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 ensure 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 (i.e., 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