

COMMISSION ON TEACHER CREDENTIALING

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SACRAMENTO, CALIFORNIA 95814

OFFICE OF THE EXECUTIVE SECRETARY

84-8514

April 1, 1985

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

FROM: John F. Brown, Executive Secretary

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

Please insert the attached page, titled "Professional Administrative Services Programs: Guiding Philosophy for Program Design," into your copy of the Manual for Developing, Approving and Evaluating Professional Preparation Programs for the Professional Administrative Services Credential.

The Commission, at its March 1985 meeting, approved this addition to the cited manual. We anticipate that such statements of guiding philosophy will be provided in the future for program manuals as they are developed and adopted by the Commission.

It is particularly anticipated that a guiding philosophy statement will be approved in the very near future for the program manual for the Preliminary Administrative Services Credential, and a copy will be sent to you at that time.

Please be informed that the statement of Guiding Philosophy for Program Design is provided as background and advisory information, intended for conceptual purposes only, and should not be construed as a mandatory statement of Commission policy.

Background

Since its inception Commission practice has been to appoint advisory panels, composed of selected knowledgeable persons, to aid in the development of the substance of major policy statements including in particular professional preparation programs.

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Typically, dedicated and capable panels have served long, worked hard, and produced a set of recommendations that was later adopted by the Commission in the form of Title 5 Regulations to govern implementation of key policy areas. However, in the process of translating the substance of the advisory panels' recommended policy into regulatory language the essence of the philosophy which guided the panel, and ultimately the Commission, has been lost. In short, conceptual frameworks and guiding philosophies per se are not amenable to inclusion as the language and requirements of administrative law which are mandatory in form and effect.

The Commission believes it important that the panels' thinking be shared with you and your colleagues, who are engaged most closely in the improvement of school administrator preparation.

If you have a need for additional information, please contact Sidney A. Inglis (916-322-2305) of my staff.

Attachment

COMMISSION ON TEACHER CREDENTIALING

FOREWORD

PROFESSIONAL ADMINISTRATIVE SERVICES PROGRAMS:
GUIDING PHILOSOPHY FOR PROGRAM DESIGN

1. All approved programs should be considered to be "advanced" administrative training programs, based on the fact that all entering candidates shall 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 choices to the candidates 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.
 - 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 types of knowledge and skills for all candidates, content which is more advanced than that contained in the preceding entry-level program. Indeed, as enrollees in "advanced" programs, candidates should be provided opportunities to widen their vision and broaden their skills as school administrators, and should not have their training confined to repetition of knowledge and skills already obtained and/or perfected. Accordingly, the major "competency" areas have been identified by specifically different titles than those adopted for the preliminary credential.
3. All approved programs should contain a significant "application-of-knowledge" (i.e., "hands-on" or field experience) component that challenges candidates to acquire and demonstrate advanced administrative skills. These application components should provide in-depth and diverse field experiences and should be directly related to the competency domains identified as part of the instructional component of programs.
4. Considering the diversity of California and the different needs of its many school districts, all approved programs should provide maximum flexibility for candidates and maintain assurances of quality control.
5. All approved programs should emphasize 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.