

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
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June 18, 1978

77-7849

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

FROM: Peter L. LoPresti, Executive Secretary *[Signature]*

SUBJECT: Scope and Content Statement for Administrative
Services Examination

Distribution of the enclosed document has been authorized by the Commission to solicit responses from those who have an interest in the Administrative Services credential requirements.

This scope and content statement is only a tentative proposal and should not be considered an officially-adopted Commission document. In its final form and after adoption, this statement is designed primarily for use in the development of subject matter examinations used as verification of a candidate's minimum subject matter knowledge. It may also be used as one resource to revise our present administrative services guidelines.

The Commission particularly desires to have the concerned administrative services departments of institutions of higher education and public schools personnel respond. I hope you will duplicate and distribute these statements to anyone you believe might be interested in responding. For your information, these documents have been distributed to college and university presidents, academic deans, deans of education, directors of teacher education programs, county and district superintendents of schools, and appropriate associations.

To provide the Commission an opportunity for thorough review, and to allow time for a correlation and assimilation of the information, we would appreciate reactions and suggestions in writing by August 1, 1978. Both positive and negative responses are requested. Before any statements are officially adopted by the Commission, there will be an additional opportunity for submission of recommendations. The Commission welcomes your continued participation in their efforts.

Enclosure

100%

SCOPE AND CONTENT STATEMENT
FOR ADMINISTRATIVE SERVICES EXAMINATION
ADMINISTRATIVE SERVICES ADVISORY PANEL

Effective educational administration demands a high level of competence in leadership and human relations. While emphasizing the importance of these qualities, the Scope and Content Statement also reflects the skills needed for: (1) community awareness and involvement, (2) improved educational programs, and (3) continued development of managerial skills.

25% I. HUMAN RELATIONS

7% A. Human Attitudes and Skills

1. Intrapersonal

a. Flexibility

b. Insight into personal values and perspectives

c. Listening skills

2. Interpersonal

a. Individual and group attitudes

b. Rapport, trust and mutual respect

c. Listening and communicating skills

3. Assessment of individual and group relationships and attitudes

5% B. Community Relations

1. Public relations and information

a. Community groups and information

b. Use of media

2. Assessment of community needs and relationships

5% C. School Community Awareness

1. Demographic and sociological trends or movements

2. Understanding of ethnic and socioeconomic groups

a. Cultural and economic patterns

b. Contributions of various cultures

3. Understanding power structures
 4. Working with boards of trustees, other boards, advisory committees and site councils
- 4% D. Conflict Resolution
1. Group/social dynamics and process
 2. Knowledge and techniques of conflict resolution
- 2% E. Sensitivity to and Respect for Roles, Rights and Responsibilities of Others
- 2% F. Dealing with Controversial Issues
- 10% II. LEADERSHIP SKILLS
- 5% A. Decision Making and Problem Solving Processes
- 5% B. Knowledge about Leadership, Research, Styles, Techniques
- 25% III. MANAGEMENT
- 7% A. Communication Skills with Students, Staff, Parents and Community
1. Interpersonal
 2. Organizational
 3. Public information
- 7% B. Personnel Management
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1. ~~Selection, classification and assignment procedures~~
 2. Supervisory techniques and relationships
 3. Evaluation and professional growth techniques
 4. Employee relations
 - a. Collective bargaining
 - b. Certificated personnel procedures
 - c. Classified personnel procedures
- 3% C. Management of Resources
1. Human
 2. Physical
 3. Financial
 4. Time

- 2% D. Understanding Organizational Structure
- 2% E. Establishing and Evaluating Personal and Organizational Goals and Objectives
- 4% F. Understanding of Management Theories and Systems
- 25% IV. CURRICULUM AND INSTRUCTION
- 10% A. Foundations for Curriculum Planning
 - 2% 1. Historical and philosophical backgrounds of education
 - a. Analysis of trends, aims and purposes, i.e. mainstreaming
 - b. Appraisal and synthesis of past and current concepts and practices
 - 3% 2. Social forces and strategies affecting curriculum design
 - a. Implications of political, social and economic influences
 - b. Selection of appropriate strategies for implementation of curriculum design
 - 5% 3. Human Development
 - a. Basic psychological principles
 - b. Growth and developmental factors affecting curriculum
 - c. Subject matter content and goals of instruction in relation to the cognitive, affective, and psychomotor domains
 - d. ~~Programs for exceptional students~~
- 15% B. Process of Development and Improvement
 - 3% 1. Assessment of needs
 - 3% 2. Selection of objectives, aims and goals of instruction
 - 3% 3. Development of a curriculum plan
 - a. Designation of appropriate content, learning experiences, and teaching aids
 - b. Selection of methods of instruction
 - 3% 4. Essential factors and techniques for implementation
 - a. Leadership roles and staffing
 - b. Involvement of staff, students, parents, and community
 - c. Staff development

- d. Resource support
- e. Dissemination of information and feedback
- 3% 5. Evaluation of curriculum design and process
 - a. Principles and methods
 - b. Selection of procedures commensurate with designated objectives, aims and goals
 - c. Plans for recommendations and revisions
 - d. Procedures for continuous study, evaluation and implementation of curriculum
- 15% V. GOVERNANCE, LEGISLATION AND COURT DECISIONS
 - 5% A. Legal Framework of Education: Federal, State, and Local
 - 4% B. Significant Laws and Court Decisions Relating to:
 - 1. Staff, students, parents, and community
 - 2. Due process
 - 3. Tort liability
 - 2% C. Contract Administration
 - 1. Employee
 - 2. Business
 - 4% D. Financial Support - Federal, State, Local
 - 1. Categorical and general funding
 - 2. State budget requirements affecting local school districts