

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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OFFICE OF THE EXECUTIVE SECRETARY



September 7, 1981

81-8206

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

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

SUBJECT Proposed Revised Professional Competencies and New Field Requirements
for the Preliminary Administrative Services Credential

The Commission is requesting reactions to and advice from all interested persons and organizations about the attached document titled "Proposed Professional Competencies and Field Experience Requirements for the Preliminary Administrative Services credential": After sufficient time has elapsed to allow for all reactions to be received, the Commission will hold a public hearing and formally adopt new requirements as determined by an analysis of the input received from all sources. Your duplication and distribution of this document to your colleagues will be greatly appreciated by the Commission and will be of much assistance in our efforts to improve school administrator training across a broad front.

Please address all reactions and suggestions to Dr. Sidney A. Inglis, Consultant, Planning and Research, at the Commission address. All responses must be received by October 15, 1981.

Enclosure

PROPOSED REVISED PROFESSIONAL COMPETENCIES AND NEW FIELD REQUIREMENTS
FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Background

During the period June, 1979 through July, 1981, the Commission has been involved in a comprehensive and in-depth study of the role, preparation and certification of California school administrators. Inspired by the work of several preceding state-level study groups, most notably 1978 Assembly Task Force on Pre and Inservice Training of School Administrators, chaired by former Assemblyman Dennis Mangers, an ad hoc committee of the Commission conducted a one and a half year study. Subsequently, two major policy thrusts, designed thoroughly to revise and upgrade the overall preparation of all persons who would receive the Administrative Services credential, emerged from this work. These two thrusts were carried out in the following forms:

1. Staff convened an Administrative Services Advisory Panel which met frequently and worked intensively during the period October, 1980 - February, 1981, to review and improve the original professional competency statements, unchanged since adoption in 1973 and contained within the program-approval guidelines required of all administrative services preparation programs. The panel figuratively began with a blank page, drafting new and comprehensive competency statements relating to the contemporary preparation of school administrators, and drawing upon all other recent documents dealing with the same issue. The focus of the panel was upon the Preliminary Administrative Services credential, and the attached document is the result of that work.
2. The Commission sponsored legislation, introduced in 1980 as AB 976, Bergeson, which would 1) create a two-step Administrative Services credential, 2) emphasize relevant preparation while on the job and 3) require a period of continuing education for credential candidates before obtaining a "final" credential. On June 28, 1981, the Governor signed legislation (part of AB 777) containing these provisions, which become effective July 1, 1982 and which creates the Professional Administrative Services credential. Criteria for candidate and agency approval for this credential have not yet been developed.

The Thrust of the Proposed Competencies and Field Work Requirement

It is acknowledged widely that effective school administrators, particularly competent school principals, can and do make significant differences in pupil learning. With this in mind, the prime effort of the Commission in the past two years has been to develop clear and upgraded criteria and procedures to upgrade the preparation and licensing of school administrators in the state.

The initial administrative preparation, as of July 1, 1982, will be in order to obtain the Preliminary credential, and it is felt that formal preparation and field experience for this credential should emphasize the responsibilities inherent in assuming a school-site leadership position. In reviewing the proposed competencies and the explicit field work requirement, all persons should be mindful of this thrust.

Attachment

COMMISSION FOR TEACHER PREPARATION AND LICENSING

PROPOSED PROFESSIONAL COMPETENCIES AND FIELD EXPERIENCE REQUIREMENTS

FOR THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

PROFESSIONAL COMPETENCIES

General Statement for Program Approval

Institutions with approved programs shall develop procedures which will verify the knowledge and skill of successful candidates in the following areas of Administrative Services as part of validating eligibility for the Preliminary Administrative Services Credential:

1.0. Leadership

- 1.1. Concepts of leadership
- 1.2. Developing an understanding of self.
- 1.3. Fundamentals of human relations.
- 1.4. The administrator's role in group processes.
- 1.5. Conflict resolution.
- 1.6. Stress management.
- 1.7. Decision-making techniques.
- 1.8. School climate
- 1.9. Change agent roles within the school setting.

2.0. Improvement in the Educational Program

- 2.1. Major movements in American curriculum and instruction.
- 2.2. Fundamentals of human growth and development.
- 2.3. The role of staff, parents, pupils and community in curriculum development.
- 2.4. Curriculum development procedures.
- 2.5. Supervision and evaluation of instruction.
 - 2.5.1. Program (curriculum), including racial, cultural and sex factors.
 - 2.5.2. Teaching and other instructional processes.
 - 2.5.3. Pupil achievement
 - 2.5.4. Pupil evaluation
 - 2.5.5. Resources: human, fiscal and other.
- 2.6. Implementation of mandated programs.
 - 2.6.1. Including, but not limited to mainstreaming.
- 2.7. Staff development.

Administrative Services (cont'd)

3.0. Personnel Management

- 3.1. General concepts and principles.
- 3.2. Fundamentals of recruitment, selection and assignment of staff.
- 3.3. Supervision and evaluation of certificated and classified staff.
- 3.4. Personnel relations.
 - 3.4.1. Interpreting and implementing personnel contracts.
 - 3.4.2. Working with diverse factions.
- 3.5. Assessing and providing for upgrading and/or retraining of staff.

4.0. School-Community Relations

- 4.1. The role of school and community in the educational process.
- 4.2. ~~Identifying and working with power structures and other influence groups.~~
- 4.3. Techniques and procedures for working with community agencies, advisory councils and other governing bodies.
- 4.4. Techniques and procedures for effective communication.
- 4.5. Relationships with ethnic, racial and other minority groups.

5.0. Legal and Financial

- 5.1. Legal framework of American education.
 - 5.1.1. Historical
 - 5.1.2. Significant laws, state codes, regulations and court decisions.
 - 5.1.3. Development and implementation of local district policies and regulations.
- 5.2. Financing public and private schools in America.
 - 5.2.1. Historical and current sources and types of funding.
 - 5.2.2. District-level funding and budgeting.
 - 5.2.3. Site-level funding and budgeting.
 - 5.2.4. Financial implications of personnel contracts and other obligations.

6.0. Governance and Politics

- 6.1. Organizational patterns of schools.
- 6.2. The governing role of federal, state and local agencies.
- 6.3. Functions of school boards.
- 6.4. Functions of district and site councils.
- 6.5. The role of licensing and accrediting agencies.
- 6.6. The role of professional organizations and unions.

Administrative Services (cont'd)

7.0. School Management

- 7.1. Decision-making, planning models and problem-solving practices.
- 7.2. Developing, setting and evaluating goals, priorities and practices.
- 7.3. Utilization of resources: physical, human, financial and time.
- 7.4. The use of research in school management.
- 7.5. Principles of office and plant management.
- 7.6. Application of computers and other technology.

PROPOSED FIELD EXPERIENCE REQUIREMENT

FOR THE PRELIMINARY

ADMINISTRATIVE SERVICES CREDENTIAL

A. Scope of the Field Experiences

Significant field experience shall be provided for candidates in each of the following areas of administrative services:

- (2.0) Improvement in the Educational Program
- (3.0) Personnel Management
- (4.0) School-Community Relations
- (7.0) School Management

Field experience in the remaining areas of administrative services is recommended and may be provided for candidates on an individual and/or situational basis:

- (1.0) Leadership
- (5.0) Legal and Financial
- (6.0) Governance and Politics

The required field experience shall also be multi-level and cross-cultural in nature: significant experience shall be provided candidates in at least two of three school levels (elementary, intermediate, high school), and at least one of the experiences shall occur in a cross-cultural setting where at least 25% of the pupils are from racial/ethnic minority populations.

B. Length of the Field Experience

The length of the field work provided for candidates shall be at least the equivalent of a full school year (10 months), to be effective prior to the beginning of a school year and to extend beyond the end of a school year and involve appropriate major experiences related to those unique functions.

Credit for equivalent experiences on the part of candidates may be granted for specific field experience areas and/or program competencies.

Proposed Competencies (cont'd.)

C. Methods for Verifying Comprehensive and Successful Field Experience

Verification of the scope, length and successful completion of the field experience for each candidate shall be a joint responsibility and function of the candidate, the school district and the preparation institution. Emphasis should be given to the quality and scope of the performances of the candidate within the field experience as observed and validated by designated representatives of the school district and the preparation institution, reviewed by and concurred with by the candidate.

The development of procedures for documenting the verification of the required field experiences for each candidate shall be a principal responsibility of the preparation institution and shall be a part of the program document submitted to the Commission for approval.

D. Selection and Orientation of Field Experience Site Supervisors

Site supervisors should be selected with care for the purpose of providing an optimum role model and for ensuring candidate proficiency and for validating the performances of assigned candidates.

All site supervisors should participate, prior to the assignment of a candidate, in specific training experiences relating to the purposes and procedures of the field experience program.

Attachment

Extract from AB 777, Greene
Chapter 100
(approved by the Governor June 28, 1981)

[Relative to the Administrative Services Credential]

SEC. 14. Section 44270 of the Education Code is amended to read:
44270. (a) The minimum requirements for the preliminary services credential with a specialization in administrative services are all of the following:

(1) The possession of a valid teaching credential issued under the law and rules and regulations in effect on or before December 31,

1971, requiring the possession of a baccalaureate degree, or as specified in Section 44259, or as specified in Section 44260 provided the applicant also possesses a baccalaureate degree, or a services credential with a specialization in pupil personnel, health, or librarian services as specified in Sections 44266, 44267, and 44269.

(2) A minimum of three years of successful, full-time classroom teaching experience in the public schools, or in private schools of equivalent status or three years of experience in the fields of pupil personnel, health, or librarian services.

(3) An entry level program of specialized and professional preparation in administrative services approved by the commission or a one year internship in a program of supervised training in administrative services, approved by the commission as satisfying the requirements for the preliminary services credential with a specialization in administrative services.

(b) The preliminary administrative services credential shall be valid for a period of five years from date of issuance or three years from date of initial employment in a position requiring the credential, whichever date is later, and shall not be renewable.

SEC. 15. Section 44270.1 is added to the Education Code, to read:
44270.1. (a) The minimum requirements for the professional services credential with a specialization in administrative services are all of the following:

(1) Possession of a valid preliminary administrative services credential, as specified in Section 44270.

(2) A minimum of two years of successful full-time experience in a position requiring the preliminary administrative services credential, as attested by the employing school district or agency.

(3) Completion of a commission-approved program of advanced study and appropriate field experiences or internship, at least one half of which shall have been engaged in while being employed in a position requiring the preliminary administrative services credential.

(b) The professional administrative services credential shall be valid for a period of five years from date of issuance and may be renewed.

SEC. 16. Section 44270.2 is added to the Education Code, to read:
44270.2. The services credential with a specialization in administrative services shall authorize the holder to perform, at all grade levels, services commensurate with preparation as determined by the commission and shall permit assignment by the governing board of the employing school district.

Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel or administrative specialization.