

COMMISSION ON TEACHER CREDENTIALING

1020 O STREET
SACRAMENTO, CA 95814

83-8419

December 14, 1983

TO: All Individuals and Groups Interested in the Activities
of the Commission on Teacher Credentialing

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

SUBJECT: Proposed Provisions for the Addition to Title 5,
California Administrative Code of Section 80097:
Approval of Programs Leading to the Professional
Services Credential with a Specialization in
Administrative Services

In accordance with Commission policy and state administrative regulations, proposed provisions of the above-cited new regulation section are being distributed prior to public hearing. The public hearing to add Section 80097: Approval of Programs Leading to the Professional Services Credential with a Specialization in Administrative Services is scheduled as follows:

March 1, 1984
2:00 P.M.
Woodlake Inn
Hwy 160 and Canterbury Road
Sacramento, CA

The Commission is proposing to adopt new regulatory provisions pertaining to:

Criteria for Commission approval of preparation programs, including procedural, instructional and field work components, for the Professional Administrative Services Credential.

Please feel free to duplicate and distribute these proposed Title 5 regulations to anyone you believe might be interested in responding. If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commissioners and staff. If you can provide your statement to the Commission office 15 days before the public hearing, sufficient copies of the material will be duplicated and distributed for Commission and staff use. We would also appreciate a call to the Commission office if you plan to make a presentation in order to schedule sufficient time on the agenda for people who wish to address the Commission. If you do not want to make a presentation or submit a statement regarding the proposed Title 5 regulations, you can reply on the Response Form found on the last page. This response must be received at the Commission office by February 8, 1984 in order to allow staff time to prepare it for Commission review.

COMMISSION ON TEACHER CREDENTIALING

ADDITION TO TITLE 5 REGULATIONS
CALIFORNIA ADMINISTRATIVE CODE

PROPOSED

November 8, 1983

Article 4. Approval of Programs of Professional Preparation

Section 80097 Approval of Programs Leading to the Professional
Services Credential With a Specialization in
Administrative Services

(a) The Commission shall approve an educational program intended to prepare candidates for the Professional 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 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) That a procedure has been developed which provides means for each candidate to designate and complete a course of study based on areas of educational administration contained in subsection (b) of this section and which gives emphasis to the specific preparation needs and objectives of the candidate.
- (3) 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 provided in subsection (b) of this section.

(b) Programs approved by the Commission pursuant to this section shall provide opportunities for each candidate to demonstrate knowledge and skills that are on a higher level of difficulty or are 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 in the following areas of educational administration, provided that equal emphasis need not be required for all eight areas within each candidate's individual plan of course work and field experience:

(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.

(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.
 - (B) Political jurisdictions and bodies that make and/or affect state and local educational policy.
 - (C) The application of legal aspects to policies and practice 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 budgetting.
 - (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 staffing 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.

(c) In addition to the provisions of subsections (a) and (b) of this section, 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 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 and the preparing institution.
- (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 subsection (b) of this section. The scope and content of

these field experiences shall be determined collaboratively by officials of the preparing institution, by the candidate and, whenever feasible, by designees of the employing school district, and shall be identified within the candidate's individualized preparation program plan.

(4) The remaining 1/6 of the unit credit attached to candidates' individualized preparation program plan may consist of electives, directly related to the areas of educational administration specified in subsection (b) of this section, identified for and by the candidate, and by designees of the employing school district, and may be selected from one or more of the following:

- a. direct instruction elements provided by the approved preparing institution
- b. additional field experience elements within the approved program.
- c. substantive and systematic knowledge and related skills presented by agencies approved by the employing school district and the preparing institution.

(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 provide specified appeal procedures, available and made known to candidates, that are designed to reconcile problems associated with individual interpretations of these provisions.

(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 in order for the candidate to become eligible for issuance of the credential.

(d) An institution of higher education may submit for Commission approval a preparation program that satisfies the requirements of this section on or after the effective date of these regulations.

Authority: Education Code Sections 44225(a), 44225(g), 44227
Reference: Education Code Sections 44270.1

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220 O STREET
SACRAMENTO, CALIFORNIA 95814



OFFICE OF THE EXECUTIVE SECRETARY

Section(s) 80097

RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by February 8, 1984 in order that the material can be presented at the March 1, 1984 Commission meeting.

- 1. Yes, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
- 2. No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)
- 3. Personal opinion of the undersigned only.
 Organizational opinion. (Please specify) _____
- 4. I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
 No, I will not make a presentation to the Commission at the Public Hearing.

(Print or type name) Date _____

Title _____

Representing: _____
(Circle One: School District, College, University, Professional Organization, Private Citizen, Other)