

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

1812 Ninth Street  
Sacramento, California 95814-7000  
(916)445-7254



97-9729

DATE: January 5, 1998

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

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Proposed Amendment of Section 80096 and 80097 of  
Title 5, California Code of Regulations, Pertaining to Initial  
Accreditation of Administrative Services Credential  
Programs

**Notice of Public Hearing is Hereby Given:**

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ is lined-through. The public hearing is scheduled on:

March 5, 1998  
1:30 p.m.  
Sterling Hotel  
1300 H Street  
Sacramento, CA 95814

**Statement of Reasons**Purpose/Effect of Proposed Action

The current regulations in the California Administrative Code, Title 5, were developed and adopted by the Commission more than fourteen years ago. The regulations reflect the two-level structure of the Administrative Services Credential, which the Commission decided to retain in 1993. However, the specific provisions pertaining to the approval of preparation programs for the Preliminary Credential (Section 80096) and the Professional Clear Credential (80097) are

anachronisms. They are no longer current and are not consistent with the credential requirements that were adopted in 1993. New regulations are needed to streamline and simplify the development of preparation programs.

The proposed changes in the regulations governing administrator preparation programs will reflect the revised structure of the Administrative Services Credential, rescind obsolete sections and specify the procedures used to qualify programs for initial accreditation.

The existing regulations consist primarily of lists of content elements that were (in the 1980s) to be "covered" in credential preparation programs. Ten years after the current regulations were enacted, the Commission's Administrative Services Advisory Panel concluded that the lists of content elements are highly restrictive for colleges and universities. Consequently, the panel recommended legislation to revise the requirements for the Administrative Services Credential. The panel also recommended that the Commission rescind the current regulations. The Commission adopted the recommendations and sponsored SB 322 (Morgan) which was passed and become effective January 1, 1994. The attached amendments would, if adopted, repeal all of the restrictive specifications about topics to be included in administrator preparation programs.

Most of the changes in the regulations would remove the lists of mandated content elements from both credential levels. Other changes would remove obsolete language from the regulations. The role of the Committee on Accreditation would be clarified in accordance with the Commission's *Accreditation Framework*. The remaining changes would make the Title 5 language consistent with the revised credential structure as previously adopted and promulgated by the Commission and as required by SB 322 (Education Code §44270 and §44270.1).

Following are the changes to be made in Section 80096 relative to the Preliminary Administrative Services Credential.

- (1) The list of mandated content elements is removed to provide for more institutional flexibility to develop high quality programs for the preparation of future administrators.
- (2) Some of the restrictions about field experiences are also removed, again to provide an opportunity for more institutional flexibility.

- (3) Provision is made for the issuance of a *Certificate of Eligibility for the Preliminary Administrative Services Credential*.
- (4) September 1, 1999, is established as the date by which institutions would no longer be able to use the old regulations.
- (5) The role of the Committee on Accreditation in granting initial accreditation to programs is added to Section 80096 of the regulations.

Following are the changes to be made in Section 80097 relative to the Professional Clear Administrative Services Credential.

- (1) The list of mandated content elements is removed to provide for more institutional flexibility in developing high quality programs for the induction of future administrators.
- (2) Field experiences are no longer required in the professional level program, since the candidates must already be employed as administrators to enter the program.
- (3) The regulation in Section 80097 is modified to allow candidates to use approved non-university activities to meet some of the program requirements.
- (4) Provisions are made for the development of an individualized professional credential induction plan shortly after employment as a new administrator. The plan needs to include a mentoring component and assessment procedures are described as a part of the plan.
- (5) Obsolete provisions of Section 80097 relative to the approval of program proposals are removed.
- (6) September 1, 1999, is established as the date by which institutions would no longer be able to use the old regulations.
- (7) The role of the Committee on Accreditation in granting initial accreditation to programs is added to Section 80097 of the regulations.

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## Documents Relied Upon in Preparing Regulations

*An Examination of the Preparation, Induction, and Professional Growth of School Administrators in California.*

*Educator Preparation for California 2000: The Accreditation Framework.*

## Documents Incorporated by Reference

None

## Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed action(s). The written comment period closes at 5:00 p.m. on March 4, 1998.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

## Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission at 1812 9th Street, Sacramento, CA 95814-7000, so it is received at least one day prior to the date of the public hearing,

## Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda. Please contact the Executive Director's office at (916)445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

### **Modification of Proposed Action(s)**

If the Commission proposes to modify the action(s) hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

### **Contact Person/Further Information**

Inquiries concerning the proposed action may be directed to Dr. Larry Birch, at (916) 327-2967. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information on which this proposal is based is available for inspection and copying.

### **Attachments**

**California Code of Regulations - Title 5  
Proposed Amendments to Sections 80096 and 80097  
Related to Administrative Services Credentials**

**Division 8. Commission on Teacher Credentialing**

**Article 4. ~~Initial Accreditation~~ Approval of  
Programs of Professional Preparation**

**§80096. ~~Initial Accreditation~~ Approval of Programs Leading to the Preliminary Administrative Services Credential.**

(a) The ~~Committee on Accreditation~~ ~~Commission~~ shall ~~grant initial accreditation to~~ ~~approve~~ an educational program intended to prepare candidates for the Preliminary ~~Administrative~~ Services Credential with a ~~specialization in~~ ~~Administrative Services~~ if an application filed by ~~a~~ ~~an~~ ~~Commission~~ accredited institution of ~~postsecondary~~ ~~Higher~~ education provides the following facts and/or information:

(1) That the institution of ~~postsecondary~~ ~~Higher~~ education ~~meets the preconditions established by state law and by the~~ ~~Commission and~~ ~~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~~ ~~the~~ programs of study shall be ~~is~~ the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.

(2) ~~That the institution of postsecondary education provides a complete description of its preparation program and its procedures for assessing candidate competence. 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 the following areas of educational administration:~~

~~(A) Educational Leadership, to include:~~

- ~~1. Concepts of leadership.~~
- ~~2. The administrator's role in group processes, including self-evaluation procedures, fundamentals of human relations and professional ethics.~~
- ~~3. Inter- and intra-organizational decision-making processes and techniques.~~
- ~~4. Concepts and procedures related to total development of a school climate which promotes pupil learning.~~
- ~~5. Fundamentals of short-term and long-range planning.~~

~~(B) Improvement in the Educational Program, to include:~~

- ~~1. Major movements in American curriculum and instruction as basis for contemporary instructional patterns.~~
- ~~2. Principles of human growth, development and learning.~~
- ~~3. The appropriate roles of staff, parents, pupils and community in curriculum development.~~

4. Procedures for curriculum development and implementation.
  5. Supervision and evaluation of curriculum and instruction, to include:
    - a. Curriculum, including racial, cultural and sex factors;
    - b. Teaching and other instructional processes;
    - c. Pupil achievement.
  6. Appropriate use of resources: Human, fiscal and other, to effect optimum procedures of school instruction.
  7. Implementation procedures for state and federal mandated special programs and procedures.
  8. Concepts and techniques of staff development.
  9. Concepts and procedures related to direct services to pupils.
- (C) Management of Educational Personnel, to include:—
1. General concepts and principles of personnel management.
  2. Fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff.
  3. Principles and processes for supervision and evaluation of certificated and classified staff.
  4. Personnel relations, to include:—
    - a. Fundamentals of collective bargaining.
    - b. Interpreting employment contracts.
    - c. Working with a variety of formal and informal employee groups.
- (D) School-Community Relations, to include:—
1. The roles of the school, parents and the general community in the educational process.
  2. Identifying and working with community influence groups, including:—
    - a. Relationships with ethnic, racial and other minority groups.
    - b. Relationships with those private sector organizations that affect the school program.
  3. Techniques and procedures for working with community agencies, school site councils and other quasi-governing bodies.
- (E) Legal and Financial Aspects of Public Education, to include:—
1. The historical and current legal framework of American education and public schools.
  2. Financing public schools in America, to include:—
    - a. Historical and current sources and types of funding.
    - b. District-level and site-level funding and budgeting.
    - c. Financial implications of personnel contracts and other obligations.
- (F) Educational Governance and Politics, to include:—
1. Fundamental concepts of authority, power and influence.
  2. The governing roles of federal, state and local agencies.
  3. Functions of school boards and district administrations in governance and policy making.
  4. The roles of professional organizations and unions.
  5. The roles of emerging social groups and forces.
- (G) School Management, to include:—

1. ~~Developing, implementing and evaluating goals, priorities, policies and practices.~~
  2. ~~The use of data collection procedures in school management.~~
  3. ~~Principles of management of office, plant and ancillary services.~~
  4. ~~Application of computers and other technology.~~
  5. ~~Communications: modes, policies, effects.~~
  6. ~~Procedures for pupil and staff conflict-resolution.~~
  7. ~~Procedures for stress-management.~~
- (3) That each ~~successful~~ candidate will be required to have school-site field experiences which meet the following conditions:
- (A) ~~Actual performance of nearly all~~ address the major duties and responsibilities authorized by the credential in a variety of settings, under the supervision of persons credentialed to perform those duties who are certified and experienced in school administration and qualified in supervision and by instructional-qualified faculty designated by the approved institution of higher postsecondary education.
  - (B) ~~A substantial part of such services shall be performed by the candidate at a school site where at least 20% of the pupils are of an ethnic racial group other than that of the candidate.~~
  - (C) ~~Such duties and responsibilities shall be performed by the candidate in at least two school levels, i.e., elementary, junior high school or high school.~~
- (4) Documentation of the specific scope, length and the successful completion of the field experience set forth in subsection (a)(3) for each candidate shall be a joint responsibility and function of the candidate and the preparation institution. Such documentation shall become a part of the formal records of the preparing institution. ~~shall conform to procedures developed by the preparing institution pursuant to subsection (a)(2), and shall be retained by the preparing institution for at least six years, to be available for Commission review and evaluation upon ten days notice.~~
- (5) A preparing institution accredited by the Committee on Accreditation shall certify to the Commission that the candidate has satisfied all other legal requirements for the Preliminary Administrative Services Credential, as specified in Education Code Section 44270 prior to recommending the candidate for the credential.
- (6) A candidate who has satisfied all legal requirements for the Preliminary Administrative Services Credential, with the exception of an offer of employment, may apply for a Certificate of Eligibility which verifies the completion of all requirements for the preliminary level and authorizes the holder to seek employment as an administrator.
- (b) Effective-Dates:- The application will be reviewed by a panel of experts in school administration appointed by the Executive Director of the Commission. The review panel will judge the adequacy and appropriateness of the program proposal before recommending it to the Committee on Accreditation for initial accreditation.



- (1) ~~Effective July 1, 1982, all programs of specialized and professional preparation for the Services Credential with a specialization in Administrative Services approved by the Commission on or before June 30, 1982, shall be approved as meeting the requirements for the Preliminary Administrative Services Credential, and this approval shall be effective until June 30, 1985.~~
- (c) (2) ~~Effective July 1, 1985, September 1, 1999, all accredited approved programs of specialized and professional preparation for the Preliminary Administrative Services Credential with a specialization in Administrative Services shall meet the provisions of subsection (a) and (b) of this section.~~

NOTE: Authority cited: Sections 44225, 44270, 44372 and 44373, Education Code

**§80097. Initial Accreditation Approval of Programs Leading to the Professional Clear Administrative Services Credential With a Specialization in Administrative Services.**

- (a) ~~The short title of this credential shall be "Professional Administrative Services Credential," as referenced in Education Code Section 44270.1.~~
- (b) ~~The Committee on Accreditation Commission shall grant initial accreditation to approve an advanced educational program intended to prepare candidates for the Professional Clear Administrative Services Credential if an application filed by a an Commission accredited institution of postsecondary higher education provides the following facts and/or information:~~
- (1) ~~That the institution of postsecondary higher education meets the preconditions established by state law and by the Commission and has been accredited by a regional accrediting commission or association which has been approved by the Council on Postsecondary Accreditation and by the United States Education Department and has a curriculum in educational administration which provides graduate-level instruction. Credit for successful completion by candidates of such the programs of study shall be is the equivalent of a minimum of 24 semester units, 36 quarter units or 360 classroom hours.~~
- (2) ~~That the institution of postsecondary education provides a complete description of its program and its procedures for assessing candidate competence. 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 (c) of this section which gives emphasis to the specific preparation needs and career 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 (c) of this section.~~

- (c) 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 required in the following eight 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:
- (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 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 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.
- (d) In addition to the provisions of subsections (b) and (c) of this section, all of the following are requirements for Commission approval of a program:—
- (1)(3) Procedures shall be established by which an individualized preparation program of professional activities (professional credential induction plan) plan based upon individual needs shall be collaboratively developed for each candidate by the preparing institution in consultation among with designees of an employing school district and the candidate, the employer and university representative during the first year of employment. 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, the preparing institution, and the employing school district or appropriate county office of education.
- (2)(4) A minimum of 1/2 12 semester units, 18 quarter units or 180 classroom hours of each candidate's program plan shall consist of direct instruction by the preparing institution of postsecondary higher education, with the specific content to be identified within the candidate's individualized preparation program of professional activities (professional credential induction plan).

- ~~(3)(5)~~ A minimum of ~~1/3~~ 2 semester units or 3 quarter units of each candidate's program plan shall provide for the development of a professional credential induction plan, which shall include a mentoring component. ~~provide opportunities and academic credit for planned field experiences which are directly related to the eight competency domains cited in subsection (c) of this section. The scope and content of these field experiences shall be determined collaboratively by officials 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, developed pursuant to subsection (1) of this subsection, may consist of electives, directly related to the areas of educational administration specified in subsection (c) of this section, 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 pursuant to subsection (2) of this subsection.
  - ~~(B)~~ Field experience elements within the approved program which are in addition to academic credit given pursuant to subsection (3) of this subsection.
  - ~~(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 areas provided in subsection (c) of this section.
- ~~(5)(6)~~ A minimum of 2 semester units or 3 quarter units of each candidate's program plan shall provide for the assessment of the completion of the professional credential induction plan. Successful completion of each candidate's individualized preparation program plan shall be certified by officials of the preparing institution of postsecondary higher education in after written consultation with the employer employing school district, or an official of the appropriate county office of education, and the candidate.
- ~~(6)(7)~~ Up to 120 clock hours of approved non-university activities may be included in the professional credential induction plan. Non-university activities may be approved by the Commission or by the institution of postsecondary education according to the criteria developed by the Commission. 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)(8)~~ A preparing institution accredited approved by the Committee on Accreditation Commission shall certify to the Commission that the candidate has satisfied all other legal requirements for the Professional Clear Administrative Services Credential, as specified in Education Code Section 44270.1, prior to recommending in order for the candidate to become eligible for issuance of the credential.
- ~~(e)~~ 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 earned in excess of Commission requirements for the Preliminary Administrative Services Credential.~~

~~(f) The processing time for all program approval documents submitted to the Commission as applications for initial approval of programs of professional preparation for the Professional Administrative Services Credential shall meet all of the following criteria:~~

~~(1) The Commission on Teacher Credentialing shall reach an approval decision for a program approval document and notify the applicant institution/agency in writing of such decision within 75 working days of receipt of the program application. An applicant institution/agency shall be notified in writing within 45 working days whether the program approval document is complete or incomplete. Incomplete applications shall be returned to the applicant institutions/agencies within 45 working days of the receipt of the application and shall be accompanied by a written specification of what needs to be done in order to complete the application for resubmission to the Commission. The processing time of 75 working days in these cases shall commence upon receipt of the resubmitted program approval document;~~

~~(2) An application is determined complete when all materials needed for processing and all facts required by statutory and administrative law are included.~~

~~(g) The appeal process for the implementation of this section shall be as follows: An applicant institution/agency which has submitted a complete program approval document and has not received notification of institutional program approval status within 75 working days may appeal directly in writing to the Executive Secretary of the Commission. In all cases, the applicant shall be informed in writing of the decision of the Executive Secretary within 30 working days of the receipt of the appeal.~~

(b) The application will be reviewed by a panel of experts in school administration appointed by the Executive Director of the Commission. The review panel will judge the adequacy and appropriateness of the program proposal before recommending it to the Committee on Accreditation for initial accreditation.

(c) Effective September 1, 1999, all accredited programs of professional preparation for the Professional Clear Administrative Services Credential shall meet the provisions of subsection (a) and (b) of this section.

NOTE: Authority cited: Sections 44225, 44270.1, 44372 and 44373, Education Code

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

1812 Ninth Street  
Sacramento, California 95814-7000  
(916) 445-0184  
FAX (916) 327-3166



Attn.: Sam Swofford, Ed. D.  
Executive Director

Title: Initial Accreditation of Administrative  
Services Credential Programs  
Section Nos.: 80096 & 80097

**Response to the 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, please return this response form to the Commission office at the above address by 5:00 pm on March 4, 1998, in order that the material can be presented at the March 5, 1998 public hearing.

- 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. and/or
- 4.  Organizational opinion representing: \_\_\_\_\_  
(Circle One) School District, County Schools, College, University, Professional Organization, Other
- 5.  I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
- 6.  No, I will not make a presentation to the Commission at the public hearing.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Employer/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_