

Supervisor of Curriculum and Instruction

I. Knowing the Content

The professional education program provides evidence that Supervisor of Curriculum and Instruction certification candidates complete a clearly articulated post-baccalaureate program that assesses the candidate's potential for supervision through an examination of their oral and written communication skills, qualifying work experience, organizational ability and personal motivation prior to admission. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the fundamental concepts of supervising an instructional program including:

I.A. Theories of curriculum design that are based upon:

- philosophical, sociological, and historical foundations,
- democratic values,
- student, school, and community needs,
- guidelines of the learned societies and academic standards,
- changing socio-economic conditions

I.B. Theories of organization that promote the school culture as a learning community including:

- collaborative planning processes,
- team-building and shared best practices,
- interdisciplinary curricula approaches

I.C. Curriculum development processes based upon research, applied theories, and informed practice including:

- alignment of multiple curricular content areas and instructional goals and objectives,
- concepts of scope, sequence, balance, and integration,
- establishment of learning outcomes,
- multiple assessment techniques

I.D. School organizational structures that support teaching strategies and student outcomes including:

- class scheduling alternatives,
- school facilities and classroom design,
- diverse instructional methodologies,
- infusion of technology into curriculum and instruction

I.E. Models of supervision and teaching including:

- clinical and developmental,
- cognitive and peer coaching,
- observation and conferencing,
- learner vs. teacher centered,
- interdisciplinary teaming

I.F. Role and function of personnel supervision including:

- identifying continuous staff development needs and resources,

- organizing, facilitating, and evaluating professional development programs,
- integrating district and school priorities,
- coordinating multi-discipline curriculum integration teams,
- improving faculty as a resource,
- applying effective job analysis procedures, supervisory techniques and staff performance appraisal,
- negotiating and managing staff conflicts

II. Performances

The professional education program provides evidence that Supervisory certification candidates are assessed and meet the established program competencies and exit criteria during their participation in field experiences, a practicum and demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision including:

- II.A. Designing curriculum scope and sequence
- II.B. Evaluating instructional methodologies and strategies
- II.C. Monitoring and developing alternative forms of student assessment
- II.D. Assessing instructional service delivery
- II.E. Identifying staff development needs and resources
- II.F. Planning activities to address the needs of the educational program
- II.G. Integrating curriculum across multiple disciplines
- II.H. Budgetary planning for curriculum and personnel development

III. Professionalism

The professional education program provides evidence that certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

- III.A. Professional organizations, publications and resources
- III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- III.C. Collaborating with school colleagues, and other professionals to improve student learning
- III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students