Supervisor Single Area

I. Knowing the Content

The professional education program provides evidence that Single Area Supervisory certification candidates complete a clearly articulated post-baccalaureate program that assesses their potential for supervision of instruction in a single subject area through an examination of their oral and written communication skills, qualifying work experience in a professional teaching certification area, organizational ability and personal motivation prior to admission. The program provides evidence that candidates for the Single Area Supervisory certificate demonstrate their knowledge of and competence in the fundamental concepts of supervising an instructional program including:

I.A. Theories of curriculum design in the identified subject area 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 subject area curriculum and instructional goals and objectives,
- concepts of scope, sequence, and balance,
- 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,
- 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 professional provides evidence that Single Area Supervisory certification candidates are assessed and meet the established program competencies and exit criteria during their participation in field experiences and a practicum and demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision including:

II.A. Designing single subject area 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. 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 <u>Pennsylvania's Code of Professional Practice and Conduct for Educators</u>; 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