

**Curriculum Supervisor  
Endorsement Guidelines  
To Accompany Rule 24  
(Adopted by the State Board  
of Education on 11/07/03)**

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in prekindergarten through grade 12.

005.01D Certification Endorsement Requirements: The curriculum supervisor endorsement shall require a minimum of 36 graduate semester hours.

005.01E Additional Requirements: The applicant for admission to the program of studies leading to this endorsement must:

005.01E1 Have a valid regular teaching certificate,

005.01E2 Have completed two (2) years of teaching experience in an approved or accredited school system or school, and

005.01E3 Be officially admitted to the program following institutional screening to determine the candidate's suitability as a supervisor of curriculum.

005.01F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR  
INCLUSION AS PART OF THE INSTITUTION'S PLAN  
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution should prepare prospective Curriculum Supervisors to be able to:

- A. Exhibit knowledge in the areas of curriculum supervision, instructional leadership, standards-based education, principles and theories of administration, and school improvement.

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1. Curriculum Supervision.
    - a. Demonstrate knowledge of PreK-12 scope and sequence (articulation) skills of the school curriculum process.
    - b. Demonstrate a process to integrate curriculum across disciplines.
  2. Instructional Leadership.
    - a. Demonstrate the ability to use research and best practices to create instruction systems that maximize the learning of all students.
    - b. Demonstrate the ability to create staff development programs that enhance the self-improvement of every individual and overall school improvement.
  3. Standards-Based Education.
    - a. Demonstrate the ability to implement standards based classrooms to improve student performance.
  4. Principles and Theory of Administration.
    - a. Demonstrate a knowledge of the principles and theory of administration:
      - (1) school governance,
      - (2) school community relations, and
      - (3) organizational management.
  5. School Improvement.
    - a. Demonstrate an understanding of data-driven academic school improvement goals related to student achievement.
- B. Demonstrate the ability to apply supporting principles to improve the educational mission of schools, including being able to:
1. Demonstrate the ability to create instructional opportunities for diverse learners.
  2. Demonstrate effective communication strategies for various audiences.
  3. Demonstrate and implement staff development programs to enhance learning.
  4. Demonstrate the ability to use a variety of educational resources to plan comprehensive programs.
  5. Demonstrate the ability to collect and analyze data to influence curricular and instructional decisions.
  6. Demonstrate the ability to use technology to support school programs and enhance learning.
  7. Apply change theory to the school environment.
- C. Demonstrate a commitment to curriculum and instruction, including being able to:
1. Assessment and Evaluation.

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- a. Analyze data to improve instruction.
  - b. Utilize assessment instruments for guiding instruction to determine best practices for improved student learning.
  - c. Engage in continuous evaluation of curriculum and instruction.
  - d. Develop criteria for evaluating data.
2. Group dynamics and communication.
- a. Facilitate communication and group dynamics skills necessary for collaborative planning of curriculum and lessons with teachers, i.e. ability to demonstrate an of curriculum objectives, to listen effectively, to use probing and clarifying understanding questions.
  - b. Demonstrate an ability to lead adults through the change process in order to enhance curriculum and instruction.
  - c. Practice effective interpersonal relationships within and outside the school community and communicate regularly to further the goals of the organization.
3. Staff development.
- a. Demonstrate a knowledge of adult learning theory to meet the staff development needs of the school system.
4. Instructional analysis and curriculum design.
- a. Demonstrate a knowledge of instructional theory, learning theory, and child development.
  - b. Demonstrate systematic practices for embedding technology in the curriculum.
  - c. Demonstrate systematic practices to be culturally responsive to diverse learning needs.
  - d. Develop differentiated learning strategies to meet the needs of all learners.
  - e. Demonstrate an understanding of standards based education.
  - f. Exhibit an understanding of current curriculum issues and trends and be able to interpret them to both internal and external publics.
  - g. Advocate and promote knowledge of content and connections of content to the learning needs of students.
  - h. Demonstrate an understanding of curriculum integration.
5. Technology.
- a. Demonstrate systematic practices for embedding technology in the curriculum.