

005.01 Curriculum Supervisor Leadership for Teaching and Learning

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

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

005.01D Certification Endorsement Requirements: Theis curriculum supervisor endorsement shall require a minimum of 36 graduate semester hours, including an internship in teaching and learning leadership.

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 leader for teaching and learning. 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 must provide Leadership for Teaching and Learning candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.

Element 1. The leadership for teaching and learning candidate is well versed in adult learning theory and can use that knowledge to create a community of collective responsibility within the school setting.

Element 2. The leadership for teaching and learning candidate demonstrates the ability to promote a collaborative culture among teachers, administrators, and other school leaders, resulting in improvement in educator instruction and, consequently, student learning.

Indicators for Standard 1 include the ability to:

- a. Utilize group processes to work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b. Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c. Create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- d. Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions.

Standard 2: Access and Use Research to Improve Practice and Student Learning

Element 2.1: The leadership for teaching and learning candidate has knowledge of the latest research about teaching effectiveness and student learning, and can implement best practices where appropriate.

Element 2.2: The leadership for teaching and learning candidate models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Indicators for Standard 2 include the ability to:

- a. Access and use research in order to select appropriate strategies to improve student learning;
- b. Facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c. Collaborate with organizations engaged in researching critical educational issues; and

- d. Teach and support educators to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Standard 3: Promote Professional Learning for Continuous Improvement

Element 3.1 The leadership for teaching and learning candidate demonstrates the ability to design and facilitate job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.2 The leadership for teaching and learning candidate exhibits the ability to supervise and evaluate instruction for effective teaching practices.

Indicators for Standard 3 include the ability to:

- a. Plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b. Use information about adult learning to respond to the diverse learning needs of teachers by identifying, promoting, and facilitating varied and differentiated professional learning;
- c. Facilitate professional learning;
- d. Identify and use appropriate technologies to promote collaborative and differentiated professional learning;
- e. Collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f. Provide constructive feedback to teachers to strengthen teaching practice and improve student learning; and
- g. Demonstrate knowledge or supervision strategies to monitor continuous improvement of teachers.

Standard 4: Facilitate Improvements in Instruction and Student Learning

Element 4.1: The leadership for teaching and learning candidate possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues.

Element 4.2: The leadership for teaching and learning candidate demonstrates the ability to improve instructional practices.

Indicators for Standard 4 include the ability to:

- a. Facilitate the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b. Engage in reflective dialog based on observation of instruction, student work, and assessment data, and helps make connections to research-based effective practices;
- c. Support individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d. Serve as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e. Use knowledge of existing and emerging technologies in helping students skillfully and appropriately navigate the universe of knowledge available on the internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f. Promote instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Standard 5: Promote the Use of Assessments and Data for School Building and School System Improvement

Element 5.1: The leadership for teaching and learning candidate is knowledgeable about the design of assessments, both formative and summative.

Element 5.2: The leadership for teaching and learning candidate demonstrates the ability to work with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Indicators for Standard 5 include the ability to:

- a. Identify and use multiple assessment tools aligned to state and local standards;
- b. Design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c. Create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and

Standard 6: Improve Outreach and Collaboration with Families and Communities

Element 6.1: The leadership for teaching and learning understands the impact that families, cultures, and communities have on student learning.

Element 6.2: The leadership for teaching and learning candidate promotes a sense of partnership among these different groups toward the common goal of excellent education.

Indicators for Standard 6 include the ability to:

- a. Use knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b. Model and teach effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c. Facilitate educators' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d. Develop a shared understanding among stakeholders of the diverse educational needs of families and the community; and
- e. Collaborate with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Standard 7: Advocate for Student Learning and the Profession

Element 7.1: The leadership for teaching and learning understands the landscape of education policy and can identify key players at the local, state, and national levels.

Element 7.2: The leadership for teaching and learning utilizes advocacy skills for the teaching profession and for policies that promote the success of every student.

Element 7.3 The leadership for teaching and learning acts with integrity, fairness, and in an ethical manner.

Indicators for Standard 7 include the ability to:

- a. Know about federal, state and local policy guidelines to promote accountability, equity and social justice;
- b. Analyze factors within and/or beyond the school system regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

- c. Advocate for teaching and learning processes that meet the needs of all students;
 - d. Select appropriate opportunities to advocate for the rights and/or needs of students, secure additional resources within the school building or school system that support student learning, and communicate effectively with targeted audiences such as parents and community members;
 - e. Understand the organizational access to professional resources, including financial support and human and other material resources;
 - f. Represent and advocate for the profession in contexts outside of the classroom;
 - g. Develop a professional learning community focused on school improvement goals; and
 - h. Model principles of self-awareness, reflective practice, transparency and ethical behavior.
- ~~A. Exhibit knowledge in the areas of curriculum supervision, instructional leadership, standards-based education, principles and theories of administration, and school improvement.~~
- ~~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.~~

REDLINE Version
Ad Hoc 9.14.16
Sub-Group 12.12.16

Leadership for Teaching and Learning Curriculum Supervisor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)

- ~~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~~
 - ~~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.~~

REDLINE Version
Ad Hoc 9.14.16
Sub-Group 12.12.16

Leadership for Teaching and Learning Curriculum Supervisor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)

~~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.~~

CURRICULUM SUPERVISOR AD HOC
Wednesday, September 14, 2016 9:30 A.M. – 4:00 P.M.
Nebraska Council of School Administrators (NCSA) Meeting Room
455 South 11th Street, Suite A Lincoln, NE 68508

Members may fulfill more than one of the categories listed below (Generally 10-12 members)

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Sharon Katt, NDE Adult Programs sharon.katt@nebraska.gov
Current Teachers—Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Diana Casey, OPS (NCTE Comm A) diana.casey@ops.org 2. Cheryl Burrell, Winnebago Public cburrell@winnebagok12.org
Faculty Members—Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Kay Keiser, UNO kkeiser@unomaha.edu 2. Ann Mausbach, Creighton annmausbach@creighton.edu
Specialists in the Content Area—Might include Arts and	1. Dan Boster, Ralston Public

REDLINE Version
Ad Hoc 9.14.16
Sub-Group 12.12.16

Leadership for Teaching and Learning Curriculum Supervisor
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)

Sciences college faculty or persons drawn from professional practice in the endorsement area.	daniel_boster@ralstonschools.org 2. Kathleen Wheeler, Concordia Kathleen.wheeler@cune.edu
Administrators—Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Renee Hyde, Papillion LaVista ryhde@paplv.org 2. Eric Weber, LPS eweber@lps.org 3. Chad Dumas, Hastings Public Chad.dumas@hpstigers.org
NCTE Representation—Representation from the NCTE Standing Committee to which the endorsement has been assigned.	1. Kevin Peters, NDE (Director of Certification) kevin.peters@nebraska.gov 2.
NDE Representative with responsibilities related to the endorsement area. (This person may also serve as the Ad Hoc Chair.)	1. N/A
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	Jay Sears, NSEA jay.sears@nsea.org
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	1. Jesse Sealey, Chadron State jsealey@csc.edu 2. Danielle Ladwig, Blair Public danielle.ladwig@blairschools.org
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE pat.madsen@nebraska.gov