

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 126
TEACHER EDUCATION PROGRAMS: JOB RELATED
CONTENT SPECIALIZATION OBJECTIVES
FOR SUPERVISOR OF INSTRUCTION (5118.02)

§126-126-1. General.

1.1. Scope. -- The job-related content specialization objectives for supervisor of instruction are for the training of supervisors of instruction for the public schools of West Virginia. These objectives were developed under contract with National Evaluation Systems, Inc. and will be used as part of West Virginia's approved educational personnel program procedures.

1.2. Authority. -- W. Va. Code §18-2-6

1.3. Filing Date. -- November 2, 1984

1.4. Effective Date. -- January 2, 1985

1.5. Repeal of Former Rule. -- These objectives replace program objectives identified in the Standards for the Approval of Teacher Education Programs in West Virginia (Supplement 1977). However, specialized program objectives contained in the Stan-

dards (Supplement, p.87) are retained.

§126-126-2. Additional.

2.1. Copy of rules and regulations attached. Copies may be obtained in the office of the Secretary of State and in the West Virginia Department of Education, Bureau of General, Special and Professional Education.

2.2. Summary of rules and regulations below.

SUMMARY OF RULES AND REGULATIONS

The job-related content specialization objectives for supervisor of instruction are grouped in the following categories: educational organization, leadership and supervision; curriculum and program development; instructional practices; and evaluation and assessment.

Certification and Licensure Standards

Job-Related Content Specialization Objectives

SUPERVISOR OF INSTRUCTION¹

1.0 EDUCATIONAL ORGANIZATION, LEADERSHIP, AND SUPERVISION

- 1.1 Identify ethical conduct appropriate to a given situation.
- 1.2 Apply the social functions of education (e.g., transmission of culture, attitudes, values).
- 1.3 Analyze the effects of environmental factors on education (e.g., demography, politics).
- 1.4 Analyze the influence of federal and state regulations related to education on school policies and practices in West Virginia.
- 1.5 Analyze the influence of landmark court decisions on school policies and practices (e.g., students' rights, equal educational opportunity, liability).
- 1.6 Identify ways in which various regulatory agencies influence school policies and practices in West Virginia.
- 1.7 Identify the organizational structure of education and legal authority at the state level in West Virginia.
- 1.8 Identify the regulatory functions of and services provided by the West Virginia Department of Education.
- 1.9 Identify the structure and governance of county school systems (e.g., state funding).
- 1.10 Identify the roles and responsibilities of school system personnel in relation to instructional supervision.
- 1.11 Apply theories of leadership to instructional supervision.
- 1.12 Identify essential competencies (knowledge, attitudes, and skills) for successful instructional leadership.
- 1.13 Identify the basic tasks and functions of educational leadership.

NOTE:

¹All of the following objectives for supervisor of instruction were viewed as job-related by all three programmatic levels, i.e., early childhood (grades K-4), middle childhood (grades 5-8), and adolescent education (grades 9-12).

- 1.14 Differentiate between the purposes and functions of administration and supervision.
- 1.15 Identify criteria and procedures for evaluating educational leadership.
- 1.16 Apply theories of supervision to school situations.
- 1.17 Identify the purposes of instructional supervision.
- 1.18 Analyze the relationship between supervisory theory and learning theory.
- 1.19 Identify appropriate communication techniques (verbal, written) for accomplishing tasks in the instructional process.
- 1.20 Apply appropriate procedures for resolving problems in implementing educational innovations.
- 1.21 Identify ways to establish and maintain communication networks to accomplish instructional goals.
- 1.22 Identify ways to use various media forms in the communication process to meet instructional goals.
- 1.23 Identify ways to facilitate effective communication to accomplish instructional goals.
- 1.24 Identify ways to involve staff in team decisions to accomplish instructional goals.
- 1.25 Apply appropriate procedures for managing organizational and interpersonal conflict arising in situations involving instructional change.
- 1.26 Identify ways to stimulate staff creativity and innovation to accomplish instructional goals.
- 1.27 Apply adult learning theory to the design and delivery of continuing educational programs for professional development.
- 1.28 Analyze needs for continuing education opportunities to improve the quality of instructional practices among staff.
- 1.29 Identify the components of a professional development program (e.g., pre-service, inservice, continuing education).
- 1.30 Select appropriate activities for inclusion in a continuing education plan to improve the quality of instructional practices.

- 1.31 Apply procedures for designing effective continuing education programs to improve the quality of instructional practices.
- 1.32 Identify the characteristics of an effective system of feedback for evaluating the continuing education process.
- 1.33 Identify support services for students, parents, and staff to complement and expand the instructional process.
- 1.34 Identify ways to plan for and make use of support services in the instructional program.
- 1.35 Identify purposes and ways of informing the public of school programs to improve public relations.
- 1.36 Identify ways to become involved in the community or to involve the community in school programs.

2.0 CURRICULUM AND PROGRAM DEVELOPMENT

- 2.1 Apply the principles of child development theory to instructional supervision.
- 2.2 Apply learning theory to the teaching-learning process.
- 2.3 Apply motivational theory to the teaching-learning process.
- 2.4 Identify teacher characteristics that affect the teaching-learning process.
- 2.5 Identify learner characteristics that affect the teaching-learning process.
- 2.6 Identify other variables that affect the teaching-learning process (e.g., environment, socioeconomic factors, specialized student needs).
- 2.7 Analyze criteria and procedures for determining curriculum improvement needs.
- 2.8 Identify procedures for formulating curriculum goals.
- 2.9 Identify ways to involve faculty, staff, and community members in the process of curriculum planning.
- 2.10 Analyze the factors to be considered in selecting content material for curriculum.

- 2.11 Differentiate among types of learning objectives, competencies, and skills (e.g., learning outcomes, concepts).
- 2.12 Identify procedures for developing learning objectives.
- 2.13 Select appropriate activities for accomplishing instructional program goals and objectives.
- 2.14 Analyze factors involved in designing and sequencing programs of study.
- 2.15 Identify ways to disseminate and implement revised curriculum.
- 2.16 Identify the correct sequence of activities for implementing a curriculum.
- 2.17 Identify the characteristics of an effective implementation plan for developed curriculum.
- 2.18 Identify the resources needed to put curriculum into practice.
- 2.19 Identify the roles of various school personnel in coordinating the implementation and operation of curriculum.
- 2.20 Analyze the factors involved in scheduling the sequence of activities for curriculum.
- 2.21 Identify appropriate school personnel and procedures for reviewing and authorizing curriculum.
- 2.22 Analyze ways to prevent, reduce, or correct potential problems in implementing curriculum.
- 2.23 Analyze the components of a successful support system to reinforce and sustain curriculum changes.
- 2.24 Identify appropriate procedures for proposing or explaining a materials selection process to various audiences (e.g., faculty, staff, parents, community).
- 2.25 Identify federal, state, and local sources of funds for acquiring learning resource materials.
- 2.26 Identify appropriate procedures for preparing a budget for needed learning resource materials.
- 2.27 Apply accounting procedures for acquiring learning resources and maintaining financial records (according to state budgeting process).

- 2.28 Identify systems or procedures for informing staff of the availability of learning resources.
- 2.29 Identify procedures for maintaining and securing media and equipment.
- 2.30 Apply criteria (e.g., developmental levels, specialized student needs) and procedures for evaluating instructional materials (including computer software).
- 2.31 Identify factors and procedures involved in developing and implementing a delivery system for learning resources.

3.0 INSTRUCTIONAL PRACTICES

- 3.1 Identify the characteristics of an effective lesson plan.
- 3.2 Identify ways to adapt instruction to changing organizational patterns (e.g., mainstreaming, grouping).
- 3.3 Identify various teaching methods and their uses.
- 3.4 Select appropriate instructional strategies for a given purpose.
- 3.5 Identify an appropriate instructional change to solve a given instructional problem.
- 3.6 Compare various patterns of grouping for instruction (e.g., multiage grouping, ability grouping, interest grouping) and the organizational structures for which they are most appropriate.
- 3.7 Identify uses and/or characteristics of computers for instruction (e.g., computer-managed instruction, computer-assisted instruction).
- 3.8 Identify the characteristics and uses of various models for reading instruction.
- 3.9 Identify types and characteristics of common reading deficits among students at various grade levels.
- 3.10 Identify the unique reading skills required by various content areas.
- 3.11 Identify types and characteristics of common language problems among students at various grade levels.

- 3.12 Identify types and characteristics of reading problems encountered by students with linguistically and culturally different backgrounds.
- 3.13 Identify the characteristics of and educational problems encountered by students with various exceptionalities (e.g., mentally retarded, learning disabled).
- 3.14 Identify legal bases of providing education for students with exceptionalities (e.g., Public Law 94-142, state laws, landmark court decisions).
- 3.15 Identify ways in which the supervisor of instruction can work with support services and teachers to provide instruction to students with exceptionalities.
- 3.16 Analyze ways in which the supervisor of instruction and various teachers can cooperate with special education personnel.
- 3.17 Identify effective methods for dealing with multicultural students.

4.0 EVALUATION AND ASSESSMENT

- 4.1 Apply appropriate research techniques to identify and solve problems in the instructional program.
- 4.2 Identify appropriate procedures for analyzing, synthesizing, and interpreting information to identify problems and determine needs in the instructional program.
- 4.3 Analyze criteria and systems for gathering information to evaluate program needs.
- 4.4 Analyze the process and procedures for formulating evaluation questions for decision-making purposes.
- 4.5 Identify resources and procedures for securing objective data for use in decision making (e.g., data processing services, State Department of Education resources).
- 4.6 Identify various assessment methods and their applications to evaluating instructional programs.
- 4.7 Identify various methods for analyzing assessment results in evaluating instructional programs.

- 4.8 Identify ways to present evaluation data for problem solving and decision making (e.g., narrative interpretations, displaying data).
- 4.9 Analyze the process of interpreting data to make recommendations.
- 4.10 Identify alternative approaches based on data sources to allow the program to meet stated goals and objectives.
- 4.11 Identify types and/or appropriate uses of different diagnostic tests.
- 4.12 Select an appropriate formal or informal assessment method for a given purpose.
- 4.13 Identify principles and/or procedures for interpreting test results.
- 4.14 Apply test results to the revision of the instructional program.
- 4.15 Identify typical problems concerning teacher evaluation practices.
- 4.16 Identify characteristics of effective teacher evaluation instruments.
- 4.17 Differentiate between teacher observation and evaluation instruments.
- 4.18 Identify the elements to be included in a written plan for improvement.
- 4.19 Identify appropriate question-asking techniques for use in supervisory conferences to review teacher observation data.
- 4.20 Identify factors and procedures necessary to adapt supervisory techniques to individual teacher needs.