

Preparation and Certification of Supervisors

A state sets up guidelines.¹

RECENT efforts to improve the schools of North Carolina have involved cooperation by the State Board of Education, the State Department of Public Instruction and several professional organizations. This joint endeavor has resulted in state-wide curricular studies, improved learning situations, increased salaries, and a plan aimed at producing better qualified professional personnel.

Good administrators, supervisors and teachers are considered essential in all schools. Attention, therefore, was directed to ways of recruiting persons with desirable qualities and of providing programs that would enable them to become confident, growing, creative people with adequate preparation in general education, academic specialization or concentration, and professional education. This goal naturally led to a study and revision of certification requirements.

The task of bringing about changes in certification became a responsibility of

the State Advisory Council on Teacher Education and Professional Standards. This group of 72 members included representatives from private and public teacher preparatory institutions, persons from professional organizations, and the lay public. The council decided that certification should be based upon the recommendation of teacher preparatory institutions that meet definite standards and have approved programs that are planned within the framework of designated guidelines rather than upon the completion of stipulated numbers of hours of credit in certain specified subjects.

The next step was to obtain the approval of the plan by the North Carolina College Conference and the State Board of Education. The College Conference is composed of representatives from colleges in the state, the State Department of Public Instruction, and the State Board of Higher Education. The State Board of Education has the final authority in matters concerning educational policies and is the legal State agency for the cer-

¹ The statement which serves as the basis of this article was prepared by a committee appointed by the State Advisory Council on Teacher Education. Members of this committee were the following: Mrs. Carrie Abbott, Mrs. Eloise G. Eskridge, Mrs. Mildred T. Miller, Miss Sarah Yoder, Miss Margaret Flintom, chairman.

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tification of the professional school personnel.

After the North Carolina College Conference and the State Board of Education had adopted in principle the approved program approach, subcommittees were appointed to set up guidelines and standards for the approval of institutions and programs of work leading to various types of certificates. More than a thousand individuals were involved in planning the program which will go into effect September 1, 1964.

Although the committee appointed to propose guidelines for the preparation of supervisors consisted of supervisory staff members, other people were invited to attend and participate in committee meetings. These included representatives from colleges, the State Department of Public Instruction, and the North Carolina Education Association. Karl Openshaw, Associate Secretary of ASCD, served as a consultant.

All prospective supervisors will be encouraged to complete the sixth-year program. However, until more people are available to fill positions in the state, a certificate based upon the master's degree will be issued. Additional compensation is planned for supervisors having the advanced preparation.

Preparation Program

The complete text of the committee report, "Criteria for Approved Program for the Preparation of Supervisors," follows:

The program for each candidate should be planned as a logically organized whole in the light of his previous study and experience and of his performance on the screening procedures of the institution. It should be designed to assure

that he becomes knowledgeable about the total school program, but should permit concentration of interest at the elementary or secondary levels or in special subjects such as art, music and library science.

The program should be developed in such manner that the master's degree and the sixth-year programs together meet the guidelines which follow. The master's degree program should provide preparation called for by each guideline and the sixth year should be designed to develop both breadth and depth in the same areas.

Guideline 1: The program should give the prospective supervisor a thorough understanding of the nature of the learner and the psychology of learning.

Preparation in this area should include a thorough understanding of the learning processes, individual differences, adjustment, behavior, readiness, attitudes, ideas, beliefs, motivation, and growth and development; individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the individual.

Guideline 2: The program should provide the prospective supervisor a comprehensive study of the dynamics of human behavior.

Preparation in this area should include a careful study of the variety of ways in which people work successfully. Emphasis should be given to an analysis of both individual and group behavior in order that the applicant might know how people may be helped in their personal adjustments and interpersonal relations. In addition, study in this area should include knowledge of and considerable

practice in the use of group processes and their specific applicability to the work of the supervisor. The program should provide experiences designed for fostering and nurturing appreciation of individuality and sensitivity to the feelings of others; opportunities for trying out and evaluating leadership skills; opportunities for self-expression as a means of promoting creativity and initiative.

Guideline 3: *The program should give the prospective supervisor an understanding of curriculum development, including the bases for decision in curriculum changes.*

Preparation in this area should include a study of philosophy, sociology, anthropology, and psychology as these disciplines relate to curriculum development. It should include a study of curriculum development in both large and small school systems, including an understanding of the role of the supervisor, the role of other professional personnel, and the role of lay persons; should give consideration to ways in which decisions are made and implemented; should provide a thorough understanding of the purposes and objectives of the school, the curriculum and the relationships of the community to the program of the school.

Guideline 4: *The program should include for the prospective supervisor a thorough grounding in the techniques of supervision.*

Preparation in this area should include careful study of the uses of various techniques of supervision; orientation of teachers; in-service programs for the growth of teachers; classroom observation and individual follow-up conferences with teachers. Emphasis should be on ways in which teachers can be helped in working with children and youth, including grouping, provision for individual

differences, methods, and techniques for teaching, selecting, constructing, procuring and using instructional materials.

Guideline 5: *The program should acquaint the prospective supervisor with the various phases of organization and administration involved in the operation of a school.*

Work in this area should provide the supervisor with a knowledge of the principles of organization and administration; understanding of and respect for the roles of all persons concerned with the educational process, including the responsibilities and relationships of teachers, principals and other administrators, other supervisors, and members of governing boards in the organization of the school system and in the profession. Preparation should include some attention to general finance planning, budget allocation, school plants and equipment, school law, and personnel to enable the supervisor to advise in these areas.

Guideline 6: *The program should provide for the prospective supervisor opportunities for graduate work in related areas, including work in his subject of specialization.*

Preparation in this area should include electives in academic subjects to meet the needs and interests of the individual. There should be preparation directed toward experiences in such fields as speaking, writing, and engaging in various forms of intercommunication with individuals and groups, including practice in oral and written reporting, speaking to community groups, writing press releases, and preparing supervisory bulletins. Preparation should be required at the graduate level in the area of specialization in which the supervisor expects to

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tion; and, finally, (d) definition of what we shall mean in this situation by our various terms, and then establishment of relationships among the terms in this situation. These basic approaches must be understood so well that the teacher can see in each student's groping a primitive, incomplete, and vague tendency in line with one or another approach.

Eighth, Room 5: understanding of the relationship between consciousness and educative self-direction. What things must the student be conscious of in order to inquire effectively, and what things would only be distracting? What consciousness of his own activities and choices must a student have in order to gain consciousness of principles and methods in the subject? Here are located our ideas about teacher-pupil planning of class and self-directed activity.

Ninth, Room 6: architectural and construction headquarters for continual conscious planning and modification of the whole structure. This holy-of-holies is a place where the teacher's own developing theory and rationale of education undergo continuous modification. This is where the progression from room to room is consciously noted and assessed; where experimental sequences are thought out; where teaching policies are legislated from reflected-on experience. This room bursts with orderly enthusiasm; and in this room the teacher brings his creative and dignified self.

A high wind churns the lake tonight. Dead branches are falling, and along with them, acorns. The configuration of the beach is changing too slowly to be seen, but tomorrow morning it will be different. Teaching *could* be a potent *educative* force. Will it be?

—HERBERT A. THELEN, *Professor of Educational Psychology, University of Chicago, Chicago, Illinois.*

Preparation

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devote the major portion of his time. At the secondary level, the word "specialization" is intended to apply to a teaching field or fields and, at the elementary level, to refer to academic courses in teaching fields which prepare for supervisory leadership in the elementary area.

Guideline 7: The program for the prospective supervisor should include an emphasis on research and appropriate statistics.

Work in this area should assist the prospective supervisor in gaining greater insights and skills in the use of techniques of action research, and in designing and carrying out research projects. Included in the program should be adequate opportunities for experiences to provide knowledge of significant educational research, its implications and its use.

Completion of program: The fifth-year program of preparation should entitle one to the master's degree. When a sixth-year program is involved, the institution should grant appropriate recognition for completion of program.

Recommendation of institution: Each candidate for a certificate must be recommended by the appropriate college official. The recommendation must certify that he has completed the program for the preparation of supervisors (master's degree level or sixth-year level) and it must be accompanied by a transcript of credit.

Authorization of service: The supervisor's certificate authorizes the holder to be a supervisor of instruction in elementary and secondary schools, but area of preparation should determine his field of work.

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