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A STUDY OF THE EFFICACY OF SELF-EVALUATION AS A
MEANS OF PROFESSIONAL GROWTH FOR
INSTRUCTIONAL SUPERVISORS

A Dissertation Presented

By

Beth Chihan Canizaro

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1985

Education

Beth Chihan Canizaro

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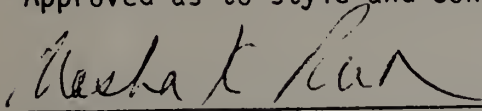
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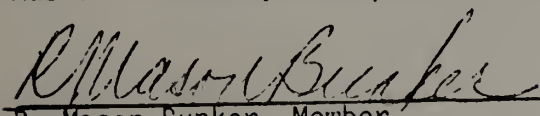
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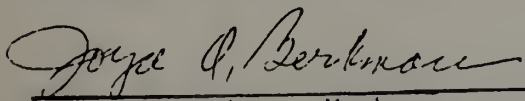
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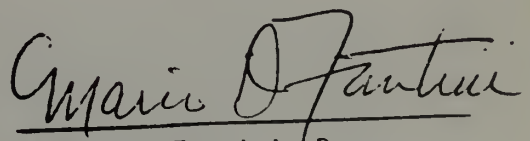
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Dedication

My committee:

To Masha for her acumen

To Mason for his perspicacity

To Joyce for her fresh insights

My sons:

To Mark and to Paul
for being the people they are

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CHAPTER I
INTRODUCTION TO THE STUDY

Background

Focus

The purpose of this study is to examine the effect of a self-evaluation process on instructional supervisors. To that end, an instrument was designed for instructional supervisors to assess or self-evaluate their performance. The same instrument with minor modifications was administered to their supervisees. The accuracy and effectiveness of the self-evaluation tool was measured by comparing the responses of supervisees on a similar evaluation of the supervisor with the supervisors' self-evaluations and by administering the same self-evaluation instrument a second time to the supervisors after an interval of four months. Self perceptions by the supervisors of the usefulness of the instrument and the self-evaluation process are analyzed.

For a more complete understanding of the problem and the questions that are addressed it is helpful to examine the nature of the instructional supervisor's role, its antecedents, and its development.

Rationale

The supervisory process involves interaction between people; the hierarchical components of the terms supervisor and subordinate; the teacher's concern with evaluation and job security; the history of mistrust on the part of both supervisor and teacher; and the problems in the school setting involving teachers and administrators.

Supervision, of necessity, draws on knowledge from many fields of study. "Understanding the difficulties inherent in personal and professional growth points up the complexity even more. Communication skills, group skills, leadership behavior, change theory, organizational behavior are all brought into play" (Glickman, 1981, p.59).

There are neither simple instructions nor clear cut models for the supervisor to follow. Blanket prescriptions do not make sense when one is dealing with human beings and the intricacies of their relationships. The varied settings in which it is practiced and the array of human responses, experiences, and backgrounds make the nature of supervision unpredictable. "Adequate maps of successful supervision remain elusive" (Sergiovanni and Starratt, 1979, p.25).

The goal of supervision is improved instruction in the classroom which means positive growth or change in teachers' behavior. Change in people "is not a quick process and it is certainly not an easy one" (Sarason, 1971, p. 124). Arthur Combs (1970) tells us that "the person's self is at the very heart of the problem of effective teaching. Producing an effective teacher, we have concluded, is not

so much a task of teaching him [sic] how to teach as helping him [sic] become a teacher, a very human question indeed" (p. 177).

Supervising an instructional program is a difficult and complex task, yet there are not many opportunities for continuing education for administrators. "The state of inservice education [for principals] remains a wasteland" (Houts, 1974).

An unpublished paper for the Kettering Foundation (LaPlant, 1979) could cite only a few examples of ongoing inservice programs for administrators. Norman Brachler is quoted in a report by Higley (1974) identifying only one large city school district out of 34 respondents that had an ongoing inservice program for its administrators. The same report describes the condition of inservice for principals as "the limited assistance that now filters down to the beleaguered occupants of the principal's office." (p.14).

The Research for Better Schools found that out of "several hundred validated programs available through the National Diffusion Network, USOE 1978, only two address the management needs of school administrators in non-curriculum areas" and that only a "limited number of products or materials are available" for administrative in-service education (1979, p.40).

Principals are the key to dealing with changes in the schools and improving the quality of the educational program. Olivero (1982) finds it "incredible that inservice opportunities for most principals are so deficient" (p. 341). Valverde (1982) points out that

an examination of the literature on instructional supervision

and scrutiny of supervision as a practice reveal the dominant focus has been on what supervisors can do with and for teachers. Neglected is what supervisors can do for themselves. Surprisingly little thought has been given to the inservice professional growth of the instructional supervisor. (p. 81)

Statement of the Problem

Supervision Is Inadequate

When we examine supervision as practiced in schools we discover that it falls far short of achieving its goal of facilitating teacher growth and improving instruction. The kind of supervision that frequently exists has prompted one classroom teacher to say, "We neither fear nor look forward to the supervisor's observations: it is just something else that interrupts the day like a fire drill" (Reavis, 1976, p.362).

Blumberg (1974) describes his findings:

I became painfully aware that great numbers of teachers see the process and outcomes of supervision in education as unhelpful, threatening, and dull.... Supervision in the schools tends to be a ritualized, sterile process that bears little relationship to the learning of youngsters. (p.5)

In the second edition of that work Blumberg (1980) still describes the relationship between teachers and supervisors as "somewhat of a cold war" (p.5). Sarason (1971) concurs:

The principal views going into the classroom for purposes of evaluation and change as an act that will be viewed by the teacher as a hostile intrusion. The presence of the principal in a classroom ...is experienced by the teacher with anxiety and/or hostility. (p.120)

Historically, the area of strongest agreement when discussing supervision in the schools is its inadequacy. Katherine Cranor in 1921 opens her article by saying that "one of the great needs of our present school system is better supervision" (p.91). Shuster in 1949-1950 researched implications for supervision in the schools for those who did not meet certification requirements. "Over two-thirds of the beginning teachers responding were dissatisfied with the amount of help received. They indicated more supervision might have helped them strengthen their teaching weaknesses" (p.283). Bellon, Eaker, Huffman, and Jones in 1976 described supervision as being "in a confused state and in practice few of the functions are actually carried out" (p.3). In a study by Cawelti and Reavis (1980) teachers, principals, supervisors, and superintendents rated instructional services in large cities, medium cities, and suburban school systems. "Instructional supervision was rated the least adequately provided service in all three types of communities and by each of the four reference groups" (p.237). Alfonso, Firth, and Neville (1981) state that "supervision is typically neglected in the organization of the school enterprise" (p.295).

Race and Gender Issues

Supervisors and supervisees are frequently stereotyped according to their race or sex. The school setting, as a part of a society that has used race and sex to classify individuals, frequently perpetuates stereotypes. Alfonso et al. (1981) remind us that

a supervisor needs to recognize that schools are "culture bound", and the responses to their leadership efforts are affected by what teachers and administrators perceive as appropriate or predictable male or female behavior. Stereotypes, no matter how inappropriate or out of date they may be, still provide a frame of reference through which to predict and evaluate the behavior of others. (p.129)

Supervisors can make unwarranted assumptions about the effect of their sex on their leadership abilities and must remember that "it is clear from the research that neither males nor females typically behave in one leadership fashion or another. Both male and female supervisors can be found to be authoritarian, democratic, task oriented, relationship oriented, concerned about their teachers, or concerned primarily with what their superintendent believes" (Alfonso et al., 1981, p.130).

Through effective leadership the best effort of each individual is elicited from the group. All are motivated to achieve their highest potential. "A supervisor, whether male or female, will need to make certain that sex-stereotypical behavior patterns do not prevent a school or a group of teachers from utilizing all of the expertise and ideas available" (Alfonso et al., 1981, p.130).

Greene (1982) discusses the myths embedded in our society that are taken for granted concerning women and minorities such as "white males make better supervisors than white females and minorities". She goes on to remind us that the myths that "black people are innately inferior to white people or that women are inferior to men" have, unfortunately become truth for many people (p.122).

These issues exist in the school and must be recognized and understood by the instructional supervisor who needs the abilities, beliefs, and knowledge to improve conditions rather than allowing racism and sexism to continue in the school.

Need for Supervision

If people are working to achieve common goals - and indeed they should be in the school setting - supervision is necessary. Furthermore, teachers express a need for it; the school setting demands it; it provides support for growth; and current political and social factors encourage it.

Teachers' needs. In a nationwide survey of public school classroom teachers conducted by the NEA Research Division in Spring 1969 it was found that nine out of ten teachers thought they should be supervised with the reason given by 92.8% of them being "to assist in improving teaching competence" (pp. 70-72). Eighty-five teachers who were questioned about their difficulties consistently mentioned the absence of supervisory help and lack of assistance from supervisors or principals (Unruh & Turner, 1970, p. 160). Blumberg (1974) agrees that most teachers - young or old - are sincerely interested in becoming better and more skilled at their craft (p.23). Grimmet (1980) quotes Louis Rubin saying that "great teachers are made in classrooms, not universities" (p. 28). Teachers learn to be

teachers in the school setting; university preservice programs can only be viewed as partial training.

Nature of the school setting. The nature of the school setting demands that supervision be developed to its fullest potential. Except for settings where team teaching has been developed carefully or Teacher Centers have provided support, teaching is a lonely profession. The teacher is isolated in the classroom. Sarason (1971) has stated the case clearly. "Teachers are psychologically alone even though they are in a densely populated setting. Teachers have little contact and interaction with either their colleagues or those in superior administrative positions. There's little chance to receive a 'personal sort of professional message'" (pp. 106-7).

Dreeben (1973) also discusses this factor:

The fragmentation of the colleague group through spatial isolation and the absence of a written tradition of work reports, makes teaching a very solitary and private kind of work.... It means that teachers are left very much alone to determine what they are doing right and wrong and to discover what they must do to solve their problems and correct their errors at work. (p.469)

This is a difficult, if not impossible, task for anyone. No wonder much attention is given lately to stress management and "burn-out" in the teaching profession. Support is one method of overcoming the condition we call "burn-out" and supervision can provide support.

Growth and change. Supervision can play an important role in firmly establishing worthwhile educational innovations. Cogan (1976)

listed 145 innovations in thirty sub-groupings that were compiled from a random sampling of articles and issues themes from Educational Leadership over the past twenty years (p.9). Innovations in the classroom seem to come and go quickly because they are not strengthened at a crucial point, that of the teacher making the changes in the classroom. It is he or she who must understand, become committed to, implement, and evaluate for any change to be effective.

Cogan in 1973 pointed out that, indeed, it is in the classroom where new methods fail. The difficulties found in changing familiar patterns are frequently too much for teachers to shoulder alone. Rather than risk failure with new and different behaviors the teachers retain their old, familiar methods. Effective supervision can provide the teacher with the needed direction and support plus the opportunity to analyze and evaluate classroom events at precisely the place where they need it most - the teacher in the classroom setting.

Harris (1975) points out that changes do not occur by themselves:

The supervision function has assumed unprecedented importance in the past decade. A thirty year epoch of educational change endeavors has produced only modest results. Gradually, it is coming to be seen that systems do not change themselves. Human organizations require human agents of change. (p.viii)

Schools can improve for children with effective supervision because it increases the effectiveness of principals and teachers.

Current political and social factors. Public accountability for schools; decreased enrollments; serious, permanent budget cuts; and less mobility for teachers are some of the current trends affecting the schools. In light of these factors the supervisor's role becomes increasingly important. Educational quality must be improved within existing human, material, and financial resources. In the past new programs and new staff were frequently added to solve problems. Because of increased budgetary restrictions other solutions must be devised. Activities in supervision such as program evaluation, teacher evaluation, staff development, and curriculum development have become "critical leverage points in improving educational quality under present growth conditions" (Sergiovanni & Starratt, 1979, p.2).

Low teacher turnover can be a serious problem because more dissatisfied teachers stay on the job. "In the absence of easy turnover, the maintenance and development of job satisfaction, motivation, and commitment in teachers becomes more important. Again the burden increasingly falls on supervisors who are closest to teachers and their work" (Sergiovanni & Starratt, 1979, p.3).

The drop in enrollment in many school districts has increased the percentage of older, experienced teachers and reduced the number of young, probationary teachers. Complacency can become a problem in such a setting. "More than ever before in our schools, we need to stimulate self-growth in personnel" (Ness, 1980, p.405). This also is involved in the supervisory process.

Taxpayers and legislators are carefully scrutinizing educational institutions, their expenditure of funds, and their effectiveness. If educators do not begin to carefully examine their work and develop ways to improve then it will be done by others with a vastly different perspective. Sergiovanni and Starratt (1979) laud the trend and think that "the pressure for accountability is, in our view, legitimate and cannot be ignored. Classroom supervision and evaluation is important and is needed and desired by teachers and the public alike" (p. 284).

Attention has been focused on education with a spate of national studies and recommendations for improvement; eleven such studies reported findings during 1982 and 1983. John Goodlad's National Study on Schooling (1984) and the "effective school movement" have called attention to public schools. A national trend demanding changes inevitably places more pressure upon the instructional supervisor or principal to provide leadership and make changes in the school program (Sergiovanni, 1975; Mattaliano, 1977; and Olivero, 1982).

Future of Supervision

It is indeed a gloomy picture when Cranor in 1921 and Alfonso et al. (1981) describe supervision in similar terms that point up its ineffectiveness and the need for strengthening. The supervision that ought to be does not exist in reality. There is a chasm between ought and is.

Supervisory theory has been defined as weak. "Scholars, thinkers, and researchers in the field of supervision have tended to avoid the task of establishing a theory of supervision and of identifying a body of knowledge pertinent to a field of supervision (Crosby, 1969, p.60). Wilson, Byar, Shapiro, and Schell (1969) find that there is "an absence of a theory of supervision particular to education" (p.8). Robert Anderson in the foreword to Sergiovanni and Starratt's textbook (1979) says that he "perceives that many of our current problems, and embarrassments, stem from the historic neglect of supervision" (p.ix).

However, recognizing that there has been a weak background does not prevent a new direction from taking hold. In 1982 Anderson is more optimistic and describes indications that now, more than at any other time, supervision holds bright promise because of a higher quality of scholarship and encourages the profession to become aggressive in defining and fulfilling their role. "Opportunity is not only knocking at the door, it is huffing and puffing enough to blow the house in!" (p. 190).

Sergiovanni and Starratt (1979) are also optimistic about the future of supervision. According to them it "is entering a phase bright with promise but also one in which supervisors will have to stay alert to the political arena as never before. It can be the best of times or the worst of times - but it will be an exciting time, a time for making history" (p.331).

Research Is Needed

Sirois (1978) states that the "problem of teacher supervision [has been] long neglected in educational research". Wilson (1969) et al. comments that "research directly on supervision is not particularly extensive" (p.43). Goldhammer (1969) asks for "extensive bodies of case materials to consult ... and a broad literature of empirical research" (p. viii). Chance (1970) says his research "results suggest that much remains to be done to develop a supervisory theory based upon human needs". Avdul (1975) recommends "further research focused on how this condition [gap between the theory and reality of contemporary supervision] might be better understood and improved". Ahnell and Driscoll (1981) say "if sound theories of supervision are to be developed, specific supervisory situations should be examined and then generalized to logically fit all supervisory situations". Alfonso et al. (1981) say that "supervision as a field of professional study has long been neglected. It has lagged far behind administration, counseling, and teaching in the quest for conceptualization and analysis.... The time is long past due to replace folklore with fact, to substitute data for opinion, and to utilize experimentation rather than observation" (p.454).

An emphatic request is repeated continuously that, indeed, although supervision has been neglected it need not be any longer. Its importance is now recognized, and the knowledge and greater depth needed requires more research.

Development of Supervision

A brief look at the history of supervision in the schools will give an understanding of the state of supervision today. Knowing how it evolved in our educational institutions will provide us with information to interpret where we are today. Reviewing the antecedents of contemporary supervisory practice will enhance our perspective of current practice and theory.

Inspection Supervision

During the 17th and 18th centuries communities formed schools for their children primarily for learning to read the Bible and moral training. Lay people, ministers, and selectmen visited the schools to inspect them in order to insure pupil progress, a continuance of the program, and the maintenance of the facilities. Instructional methods were not important. Burton and Bruekner (1955) describe "inspection supervision":

Inspection appeared in the early 1700's specifically in Boston in 1709, when committees of citizens were appointed to visit and inspect the plant, the equipment, and pupil achievement. Specific mention of inspection of teachers' methods did not appear for many years. Committees until about 1714 were made up largely of ministers and learning was qualification for membership. Selectmen increasingly served as inspectors thus marking the beginning of public responsibility for education. (pp.5-6)

During the 1800's school personnel became the supervisors. The role of the principal was developed and supervision was included in the duties. The goals, however, remained the same - inspection of

teachers for adherence to a prescribed course of study. Pupil achievement was the criterion for success and dismissal the answer for a teacher whose pupils were not achieving according to the supervisor's standards (Alfonso et al., 1981, p.26f). This idea of supervision as a means of "checking up" on teachers still influences the practices of some supervisors today.

Scientific Supervision

At the turn of the century supervision was influenced by empirical research and scientific management. Supervisors, using research and measurement techniques discovered the "best" methods of teaching. Teachers were expected to use these methods in prescribed ways.

Educational organizations were influenced by scientific management theories which applied science to achieve the greatest possible efficiency from workers who were thought to be passive instruments to be manipulated to achieve the goals of the organization.

Lovell and Wiles (1983) describe how these ideas were applied to education. "The public schools were seen as factories with the children as the raw material to be changed according to the specifications of society and with the greatest efficiency." They also point out the concern "with finding the most efficient and effective educational methodology and utilizing supervisors to see that teachers carried it out" (p.30).

Order and discipline with militaristic overtones were some of the goals for a good school. Karier (1982) cites a reference from the Michigan Teacher of the period. "A good school, like a great army, must be drilled to precise, prompt, and well-ordered movement" (p.6). The supervisor was the means to insure the strict adherence to the rigid standards. Alfonso et al. (1981) have written:

Authoritarian rule and discipline were enforced by the supervisor. The system was designed to produce a disciplined mentality conditioned by the school bell as preparation for coping with the factory whistle. This spirit of regimentation, with unquestioned adherence to procedural and mechanistic codes, has had strong staying power in the process of education. (p.29)

Democratic-Cooperative Supervision

Concepts of supervision developed during the period roughly encompassing the years from 1930-1950 are labelled with a variety of terms such as creative, progressive, modern, or democratic. The kind of supervision advocated "would embrace the ideals of a democratic order.... Supervision became associated with precepts respecting human personality and encouraging wide participation in the formulation of policy" (Lucio & McNeil, 1979, p.10). The supervisor was to work cooperatively with the teacher. "An increased emphasis [was placed] upon the teacher's participation and shared responsibility in the area of instructional improvement" (Alfonso et al., 1981, p.32). Shared decision making and teacher participation were encouraged. This was a radically different approach from the authoritarianism formerly demanded.

Supervisors found it difficult to implement democratic supervision with its emphasis on human relations theory. According to Alfonso et al. (1981) "cooperative-democratic approaches to supervision were actively considered and sporadically applied" (p.32). A laissez-faire approach towards supervision and evaluation developed in part because neither the teacher nor the supervisor had the appropriate skills. Clearly this was a reaction to the authoritarianism of the past (Bellon et al., 1976, p.3). "The movement actually resulted in widespread neglect of teachers. Participatory supervision became permissive supervision" (Sergiovanni, 1975, p.2).

Peters and Waterman (1982) discovered a similar occurrence in management in business. "The overwhelming failure of the human relations movement was precisely its failure to be seen as a balance to the excesses of the rational model, a failure ordained by its own equally silly excesses" (p.95).

The supervisor provided books, materials, and other resources for the teacher and stayed out of the classroom and out of the way. At best supervisory personnel were little more than networks transmitting resources to teachers with all other functions lost or diminished. "The withdrawal of school leadership from classroom study and participation followed the discrediting of a directive, inspectorial type of supervision and curriculum consultants will either work their way back into the picture of classroom instruction

or find themselves phased out of the leadership structure" (Haan, 1964, p.285).

After World War II some personnel in the schools had received training in the military and there was a "tendency to fall back on supervisory techniques which were more oriented to the military than to the schools" (Bellon et al., 1976, p.2). Authoritarian principles were being used in supervision even though the theory prescribed a cooperative, democratic approach. Peters and Waterman (1982) point out this influence in business. "The world of management seemed easier when we drew parallels with the military, most people's metaphor still for management structure in the twentieth century" (p.90).

This emphasis continued into the 1960's. Supervision was even defined in terms of human relations. Bartky (1953) describes his book as a "treatise on those aspects of human relationships which are typical of the school staff organization" and states that "supervision is a human relations study" (p.vi).

Oversimplification of the nature of supervision led to more concern with winning friends than with the improvement of instruction. Sergiovanni and Starratt (1979) describe a revisionist movement that sought to combine the features of scientific management and human relations supervision. However, it was "largely a paper movement which in practice rarely amounted to much more than a more sophisticated form of human relations" (p.4).

Contemporary Supervision

During the 1970's the field of supervision has achieved greater depth and its importance in improving education is being recognized.

Signs exist ... which suggest that supervision may be experiencing a mild renaissance. At the national level the Association for Supervision and Curriculum Development is placing stronger emphasis on supervision. The literature in the field is expanding and improving in quality. With respect to general supervision, for example, less emphasis is given to delineating job descriptions and task areas for supervisors and more emphasis is given to developing concepts basic to supervision and articulating supervisory processes. With respect to classroom supervision, clinical strategies and aesthetic strategies are beginning to compete successfully with the more traditional approaches to teacher evaluation. (Sergiovanni & Starratt, 1979, p.1)

In his summing up of the ideas included in the 1982 Yearbook of the ASCD, Supervision of Teaching Robert Anderson is optimistic and points out that progress has been made by both scholars and practitioners in the field and that currently "there is a rapidly-growing body of practical knowledge in supervision" (p.190).

Clinical supervision was developed by Morris Cogan during the 1960's adding to and enriching the supervisory process. Garman (1982) discusses the clinical approach to supervision and describes it not as a rigid model for the supervisor to follow, but rather as an insight into important concepts that help us understand the process and guide our action. Garman explains:

In other words the classic eight phase process known as 'the cycle of supervision' is useful under limited conditions, but does not define the practice itself. During the last decade, meaningful features have developed that provide a conceptual framework from which to derive alternative methods appropriate to the broad circumstances of clinical practice. (p.35).

Sergiovanni and Starratt (1979) have synthesized knowledge from the fields of leadership, organizational behavior, group skills, and change theory into human resources supervision.

More importance is given to supervision as it is viewed in global terms as the milieu in which professionals - both supervisor and supervisee - grow and initiate positive changes to achieve the goal of educating students in the best possible way. Squires and Huitt (1981) describe a positive supervisory experience and include in it the ways that teacher and supervisor improve professional practice (p.27).

Sergiovanni and Starratt (1979) focus on the relationship between supervision and staff development and conclude that it is extremely close. A system of supervisory staff development is described which relies on a collegial relationship among teachers and supervisors and stresses "face-to-face interaction with teachers at work in classrooms" (p.301).

Presentation of the Study

Purpose

Instructional supervision is a complex task, but is necessary in schools today. We have learned some important things about supervision through analyzing its development and practice, but more is required. Studies of the practice of supervision are rare and

research is needed. There is a demand for improvement in order that the future of supervision is indeed "bright with promise".

The purpose of this study is to examine the effect of a self-evaluation process on instructional supervisors. A self-evaluation instrument for instructional supervisors was designed and used as a self assessment tool. It focuses on the knowledge, attitudes, and skills that are necessary for effective instructional supervision as identified in the literature. Included in the instrument are resources that the individual can refer to for needed information in the areas identified as weak.

Self-evaluation is necessary for an effective instructional supervisor. Professionals as a part of the nature of their work analyze their performance, assess its effectiveness, change and grow to become more effective.

Few instruments or methods exist for instructional supervisors to perform this professional task. Frequently they include administrative as well as instructional tasks. Ben Harris (1982) has devised a set of instruments for "diagnostic analysis of the competencies of school personnel in instructional supervision" (p.1). However, it includes such areas as "Developing Public Relations" and "Providing Facilities" which do not involve direct work with teachers. Also, this assessment does not include resources for the instructional supervisor to use in order to improve in specific areas.

This Self-Evaluation Instrument illuminates the supervisory process and is a means for supervisors to describe their work. At some future time this instrument could also be used to educate new supervisors or as a focus for an inservice program.

A questionnaire was also designed for instructional supervisors to report the effect the self-evaluation process had on their professional development.

The following questions were considered to design an effective self-evaluation instrument for instructional supervisors:

1. What are the understandings, attitudes and competencies needed for a successful instructional supervisor?
2. What are the specific behaviors a supervisor must examine to determine professional growth?
3. What are the resources that would be useful for instructional supervisors to improve their work?

In testing the instrument the questions asked were:

1. How effective is a self-evaluation instrument in describing the understandings, attitudes, and competencies of the supervisor?
2. How effective is such an instrument in prompting changes in behavior?
3. How effective is such an instrument in encouraging the professional growth of the supervisor?

Design of the Study

A Self-Evaluation Instrument for Supervisors was designed by distilling from the current literature on supervision the competencies necessary for effective instructional supervision. This instrument emphasizes those understandings, attitudes, and skills

that improve instructional supervision, that is, work directly with teachers to improve teaching and as a result enhance students' learning. The administrative tasks of the principal and supervisor were not included.

Before administering the Self-Evaluation Instrument to the instructional supervisors it was critiqued by 3 university professors, 2 teachers, and 3 instructional supervisors.

The format of the Self-Evaluation Instrument for Instructional Supervisors was based on the Instructional Analysis Kit by Donald and Penney (1983) from the Centre for Teaching and Learning Services at McGill University. It includes: 1) Self-Evaluation Instrument 2) Steps to Analyze Your Supervision and Analysis Sheet 3) Outline of Elements of the Supervisory Process 4) Description of the Elements of Instructional Supervision and the Resources for Improving Performance 5) Supervisor Evaluation 6) Interpreting the Data for Supervisors 7) Bibliography of Resources.

The Self-Evaluation Instrument identifies twenty-six elements of the supervisory process and includes a method of self-rating for the supervisor.

The Steps to Analyze Your Supervision and Analysis Sheet are guides for the supervisor to identify the supervisory competencies that are weak and the resources to strengthen them.

The Outline of Elements of the Supervisory Process is a numbered list of the twenty-six elements within six clusters for easy reference.

The Description of the Elements of Instructional Supervision and the Resources for Improving Performance explains each element and presents suggestions for practical and useful books and articles to be used by the supervisor to provide specific help in the area in which he or she is seeking improvement.

The Supervisor Evaluation Form is the Self-Evaluation Form with minor modifications to make it suitable to be used by supervisees in evaluating their supervisor. Instructions for administering and tabulating the results are included. Interpreting the Data for Supervisors includes a summary on which to record the responses from the Supervisor Evaluations by teachers and suggestions for using the information.

The Bibliography of Resources lists all of the resources in alphabetical order as an added reference.

The Self-Evaluation Instrument was administered to eleven supervisors who agreed to participate in the study. Names of potential participants were randomly selected from a list of principals of accredited elementary schools in the southeastern region of the United States. Eleven supervisors responded by completing a Preliminary Questionnaire and agreeing to participate. They completed the Self-Evaluation Instrument in January and again in May.

All of the supervisees of each supervisor were sent a Supervisor Evaluation, an instrument similar to the self-evaluation, to evaluate their supervisor in January as a means of comparison with

the supervisors' initial self-evaluation. In May the supervisees completed the evaluation instrument a second time in order to assess any improvement in their supervisor as perceived by them.

After completion of the second self-evaluation the supervisors responded to the Final Questionnaire which explored the effectiveness of the Self-Evaluation Instrument and the effect of self-evaluation on their job performance.

Limitations

The work is a small pilot study involving eleven supervisors and the supervisees of these supervisors. The purpose of the research is to determine the effectiveness of self-evaluation as a part of formative evaluation and not to seek wide statistical reliability.

The supervisors were identified on the basis of their interest in the project and their willingness to commit time and effort to it over the period of several months. The study was on-going for four months during one academic year and was concerned with formative evaluation which by its nature is a continuous process. The subjects were interested in using the self-evaluation instrument for their own professional growth and volunteered to be a part of the study.

Definition of Terms

1) Instructional supervision: "A subset of educational supervision, a process for improving classroom and school practices

by working directly with teachers" (Glickman,1981,p.6). (Italics mine.)

2) Supervisors: Persons designated to direct and improve the instructional process. Although peer supervision exists I will focus only on supervision in the traditional sense.

3) Supervisees: Those persons under the direction of the instructional supervisor who are directly involved with the instruction of students.

4) Self-Evaluation: Identification and analyses by a person of weaknesses and strengths in their own job performance.

5) Formative Evaluation. An ongoing and continuous process to improve one's job performance.

6) Summative Evaluation. A ranking, judgment, and/or comparison given to a program or performance at its completion.

Assumptions

Supervisors want to improve their effectiveness as professionals.

Supervisors possess the capacity to analyze and assess their work and make positive changes.

Formative evaluation is essential for improvement in job performance of the supervisor.

Supervisors will be willing to work on this project with commitment and good faith.

The skills, attitudes, and understandings necessary for effective instructional supervision can be identified.

Organization of the Study

Chapter I presents the background of the problem and the rationale for the study. The researcher states the problem, describes the study, defines terms, and states her assumptions and intent.

Chapter II contains a review of the literature related to instructional supervision and focuses on the tasks of the instructional supervisor and the skills, knowledge, and attitudes needed to accomplish those tasks. Concentration is on sources written after 1975. Also included is a review of the literature on professional self-evaluation for improved job performance.

The Self-Evaluation Instrument for Supervisors is described in Chapter III along with the methodologies used to collect and analyze the data.

Chapter IV discusses and analyzes the results of the study.

The author's conclusions and recommendations for future research are included in Chapter V.

C H A P T E R I I
REVIEW OF THE RELATED LITERATURE

Introduction

Nature of the Task

The purpose of this chapter is to report on the literature that provides a theoretical base for presenting the skills, attitudes and understandings deemed necessary for an effective instructional supervisor. It will also provide a description of the process of self-evaluation and its effect on professional growth as well as research on its validity. A Self-Evaluation Instrument developed from the information found in this chapter is located in appendix A.

The Self-Evaluation Instrument developed from the review of the literature illuminates the supervisory process and furnishes a means for supervisors to describe the quality of their work. It encourages and aids professional growth and can be used to educate new instructional supervisors or those already in supervisory positions.

In order to avoid misuse of the Self-Evaluation Instrument some caution is necessary. Identifying the skills, attitudes and understandings necessary for effective instructional supervision is not intended to supply a blueprint for behavior; it is not a model or a definitive plan to imitate. Rather, it is a basis upon which

deeper understandings are developed and a paradigm to guide action. Such a description provides the instructional supervisor with a plan to systematically learn more: it is a guide for further study and growth. "No single skill or limited set of skills can make supervision effective; instructional supervision requires a wide array of behaviors, demonstrated in a highly complex human organization, and undergirded by essential concepts and knowledge" (Alfonso, Firth, & Neville, 1984, p.17). These all-important "essential concepts and knowledge" give the supervisor a basis for behavior and the wherewithal to make decisions in the day-to-day reality of supervision.

To clearly understand how to use this information consideration must be given to the difference between training and education. Training provides some exact behaviors or competencies that can be repeated in many predictable situations. A certain easily recognized skill is performed in a certain way to achieve the best results. Computer repair persons, house painters, carpenters, and electricians are trained. Education, on the other hand, develops ways of thinking that provide the "tools" to be applied in varied and changing situations. Supervision is "largely a varied, situational, and unpredictable discipline. It is difficult to generate universal laws and principles of procedure for supervision" (Sergiovanni & Starratt, 1979, p.24).

Supervisors are not trained but are educated and the Self-Evaluation Instrument is for their use in the process of

continuing education. No matter how proficient supervisors become they can always grow even more. Having these concepts to support their work enables them to do that.

The effective supervisor needs to practice his or her profession from a foundation of concepts and ideas strong enough to stand the test of time and powerful enough to account for a variety of situations, many of which will be new and unfamiliar. (Sergiovanni & Starratt, 1979, p. 24)

Background

The field of supervision has a mediocre history. Little emphasis has been placed on precisely what an effective instructional supervisor does. Often it was assumed that the supervisor would learn the necessary skills "naturally" while working in a supervisory position. Cogan (1973) defines the problem in describing students' reactions to the help they received from their supervisors in the Master of Arts Teaching program at Harvard in the early 1960's. According to Cogan these particularly talented students were cheated because their supervisors did not provide the experiences the students expected and needed to become better teachers by developing their professional skills.

The students' testimony about this failure was full and convincing: university supervisors did too little or too much; what they did, did not make sense, did not offer much real help to them in becoming teachers. (p. 6)

Robert Anderson (1982) describes it as the

historic neglect of supervision. Both as a theoretical concern and as a body of practical information, supervision has received much less attention than it merits; and all too few of the leaders in education, not only in the United States but

worldwide, have devoted themselves to the generation of supervisory knowledge. (p. ix)

A clear idea of supervisory theory and how it could be applied has not existed. The pendulum swung from the supervisor who exhibited military-like authority to the "human relations specialist" who frequently mistook inaction for leadership and concentrated on developing supervisees' satisfaction rather than improving their skills.

Alfonso et al. (1984) point out that "much of the literature in instructional supervision has addressed supervisory tasks and the 'role' of supervision, yet it has given too little attention to the identification and development of the skills needed to make supervision effective" (p. 17).

Due to the scrutiny currently being given education, nation-wide improvement of schools has become a high priority goal. Changes need to be made and adequate supervision at the point of implementation - the individual school - is seen as essential in insuring the needed improvements.

The supervision function has assumed unprecedented importance in the past decade. A thirty-year epoch of educational change endeavors has produced only modest results. Gradually, it is coming to be seen that systems do not change themselves. Human organizations require human agents of change. (Harris, 1975, p. viii)

During the past decade the importance of instructional supervision and its potential for improving the teaching/learning process has been recognized and the information developed by scholars in the field has been expanding in quantity and developing quality.

The knowledge, skills, and attitudes for the effective instructional supervisor have been more clearly identified and described by researchers and practitioners. Information from related fields such as psychology, learning theory, communication, organization, and leadership behavior, as well as education has been tapped. "Supervisors today have a combination of tools, research, and theory that were either piecemeal or nonexistent in the past" (Glickman, 1981, p.2). Therefore, this review will focus, for the most part on those materials written after 1974.

Definition

Supervision in a broad sense includes administrative tasks such as scheduling, maintenance of equipment and buildings, staffing, and providing smoothly functioning special services for students among others. My focus is on instructional supervision which is defined by Glickman (1981) as "a subset of educational supervision, a process for improving classroom and school practices by working directly with teachers" (p.6). (Italics mine.) The behaviors, attitudes, and understandings that are identified from the literature are those that enable the instructional supervisor to accomplish the task of improving the teaching/learning process in the classroom by working with teachers.

In summary, the skills, attitudes, and understandings in the literature for the effective instructional supervisor are identified and the nature of self-evaluation for professionals is discussed in

this chapter to provide the basis for a Self-Evaluation Instrument for Instructional Supervisors. Only those areas in which the supervisor works directly with teachers are included. Due to the nature of the development of the field of supervision emphasis is placed on literature within the past nine years. A caveat to insure proper use of the resulting instrument as a developmental tool rather than an evaluative checklist is given.

Skills, Attitudes, and Understandings
for the
Instructional Supervisor

The specific skills for the Self-Evaluation Instrument are arrived at by reviewing first those authors who have formulated a comprehensive view of the supervisory process by developing a theoretical framework, describing roles and functions and proceeding to build supervisory behaviors and activities upon that foundation. Secondly, those writers who have examined one aspect, area, or skill of the process are surveyed. Both approaches are needed to accurately represent the findings on instructional supervision and to discover what is considered essential for instructional supervisors to effectively perform their tasks and therefore, be included in a self-evaluation instrument for their use.

Few writers identify all of the skills needed. Individual skills, such as observation in the classroom, understanding lesson plans, or evaluating teachers are frequently discussed without a conceptual framework. The material compiled from comprehensive and specific sources are both necessary to have as complete and accurate a picture as possible for the development of the Self-Evaluation Instrument.

Comprehensive Approach

Alfonso et al. (1981) organized the skills for their Instructional Supervisory Behavior (ISB) into three divisions using Robert L. Katz's classic 1955 work, republished in 1975, which identifies three developable skills an administrator needs to be proficient: human skill, technical skill, and conceptual skill. Technical skill enables a person to understand and use certain techniques, methods, or procedures. Alfonso et al. (1981) describe some technical skills of the instructional supervisor: utilizing classroom observation systems, analyzing classroom observation data, developing evaluation procedures.

Human skill is the ability to work effectively as a group member and to motivate people to do the job to accomplish the organization's goals. Some of the examples Alfonso et al. (1981) give are: listening/paraphrasing, conferencing, resolving conflict, responding to individual differences, diagnosing individual strengths and potential.

Katz's Conceptual Skill was renamed Managerial Skill by Alfonso et al. and is the ability to integrate all of the functions into a coherent whole to get the job done, to see relationships among tasks and goals, to set priorities. Documenting organizational and instructional activities, establishing instructional priorities, utilizing planning systems, and monitoring/controlling activities are examples.

Cogan (1973) and Goldhammer (1969) stimulated a much needed interest in the field of instructional supervision with their work in the development of Clinical Supervision. Cogan recognized that supervision was indeed lacking through his work with supervisors in the MAT program at Harvard. A framework of values was developed and specific behaviors and understandings congruent with those values. The intent was the remedying of instructional weaknesses by improving teaching in the classroom through active and collegial working relationships with teachers. Their methods are based on real or "clinical" experiences in actual classrooms. Through their work they developed a body of systematic and useful practices that purposefully developed autonomy in teachers and increased their capacities for self-supervision. Cogan (1973) describes Clinical Supervision as "an attempt to begin systematic practice and to focus on new specializations of roles and functions in supervision. In brief, it is an attempt to move toward better control and greater expertise in a specific educational domain" (p. 10).

Goldhammer (1969) speaks of supervision that cherishes the "notion of individual human autonomy", "enhances the learners' self-sufficiency and freedom to act" for students, teachers, and supervisors and one in which "the supervisor's own capacities for autonomous functioning are heightened by the very practice in which he himself [sic] engages" (p. 55).

He sees learning as focusing upon its own processes and structures as well as external objects. Inquiry, examination and analysis, and evaluation are valued. Supervision based on these concepts is "inherently humane, conceptually tough, grounded in intellectual humility, and based upon a determination to discover more about reality and to construct behaviors that are rationally related to such discoveries [developing individual human autonomy and focusing learning upon its own processes and structures as well as external objects]" (p. 55).

Clinical supervision was an important advance in the field of instructional supervision not only because it provided specific aids for the practitioner, but also because it stimulated others to become interested in the field. "The contribution of Goldhammer, Cogan, Anderson and others in recent years to the development of clinical supervision is a refreshing departure from the days of admonition and description" (Alfonso et al., 1984, p. 17).

Mattaliano (1977) identified and compiled "the principal procedures and skills necessary for performing the supervisory function in clinical supervision" using the theoretical foundations

outlined by Cogan (1973) in his formulation of Clinical Supervision. Mattaliano draws on research from the disciplines of perceptual psychology, learning theory, and organizational behavior to identify the competencies. The skills and understandings of clinical supervision are also essential for all effective instructional supervisors and include skill in developing teacher autonomy, planning, classroom observation, recording and analyzing data from observations, and conferencing.

In the revision of Kimball Wiles' Supervision for Better Schools John Lovell (1983) discusses the nature, function, and processes of supervision and describes the practical application in an educational setting. He defines supervision as "an organizational behavior system that has the function of interacting with the teaching behavior system for the purpose of improving the learning situation for children" (p. 46). Supervision to improve instruction implies change and Lovell includes work from the fields of psychology, human growth and development, leadership behavior, and communication to describe the change process that is an essential of instructional supervision.

Harris (1975) extensively describes instructional supervision, its function and nature, along with pertinent research dealing with teaching behavior, supervisory behavior, leadership and group behavior, communications, and power which forms the basis for developing a system describing supervisory behavior. He provides the framework of basic concepts for supervisory practices using the

literature of sociology, psychology, business administration, communications, and political science. No single view or approach to instructional supervision is promoted, but rather information is given from which many different supervisory approaches are possible. From this basis Harris has developed a commercially available self-evaluation system for supervisors to use to improve their performance. This self-evaluation is discussed in another section of this chapter.

Thomas J. Sergiovanni is an active member of the Association for Supervision and Curriculum Development teaching, writing, and researching in the field of instructional supervision. He is the editor of the 1982 ASCD Yearbook, Supervision of Teaching. With Robert Starratt he has written Supervision: Human Perspectives (1979) in which they describe and promote human resources supervision. Human resources supervision is "not only humane and fitting for educational organizations with their 'people intensive' characteristics and distinctively human undertakings but... this view is supported by a formidable body of theory and research and enjoys claims of success from practitioners in many fields" (p. 36). They contend that although "scholars have proposed theories and models which have the potential to be used in a powerful way by those who supervise in the nation's schools, ... no one schema has been offered as a general theory of supervision" (p. 37).

Sergiovanni and Starratt's theory of human resources supervision is broadly designed using the work of scholars in a variety of

fields. They use the concept of organizational health as proposed by Matthew Miles; conflict models proposed by Argyris and Corwin; motivational theories of Maslow, Herzberg, and Vroom; leadership theories of Fiedler and Redding; to mention a few. (p.23)

In synthesizing the work of many scholars they describe three sets of variables: initiating (supervisory and organizational) variables, mediating (human organization) variables, and effectiveness (school) variables. Initiating variables are the assumptions, beliefs, and values of supervisors that affect their decisions. The reactions of those who are influenced by the initiating variables are mediating variables. The third set of variables represents achievements or accomplishments resulting from school efforts and activities.

The influence of Katz's (1955 and 1975) three categories of skills for an effective administrator is evident in Sergiovanni's (1982) summary of Anderson's suggestions for the development of new standards for the field of supervision that would "require the development of high level skills in observation of teaching, data collection and analysis, conferencing, counseling, planning, and evaluation technical . These clinical skills would be complemented by demanding efforts to develop the human skills necessary for exercising successful leadership [human] , and by the more traditional, albeit crucial, focus on matters of educational program planning and development and curriculum philosophy" [conceptual] (p. 180). Sergiovanni and Starratt (1979) agree with Katz's assessment

of the importance of each type of skill in different levels of jobs. Technical skill is most important at lower levels where supervisory personnel are most concerned with the day-to-day work; human skill is essential at every level; conceptual skill is most important at top levels of administrators. Sergiovanni and Starratt discuss all three skill areas and give attention to how they apply to instructional supervisors.

This researcher informed by the literature and practical experience believes that human resources supervision is currently the most complete and realistic picture of supervision available. Knowledge from a full range of scholarly endeavor is synthesized into a sensible, understandable whole. A framework is provided on which the reader builds activities and uses his or her own experiences. The Self-Evaluation Instrument developed in this work was strongly influenced by Sergiovanni and Starratt's work.

Common Elements

Common ideas or strands emerge from the literature describing a comprehensive view of instructional supervision suggesting the following six clusters as a basis for organizing the information:

Observation and Analysis of Teaching

Conferencing with Teachers

Curriculum Implementation: Instruction

Communication

Leadership

Human Resources

Each of these clusters will be discussed identifying individual elements and presenting support for inclusion in the self-evaluation instrument.

Observation and analysis of teaching. Included in the first cluster, Observation and Analysis of Teaching, are the following elements: collection of data, analysis of the data, observation of teaching and identification of sex and race bias on the part of the teacher in the classroom. The importance of this cluster cannot be overemphasized because it is the focus of instructional supervision.

Because the classroom is a complex setting with a variety of interactions occurring at any one time it is essential for the instructional supervisor to understand different ways to collect data that can be meaningful to the teacher with careful analysis. The instructional supervisor learns to separate the important from the non-important in classroom observation. Not only obvious behaviors of the teacher are recorded, but those that are subtle and are possibly unconscious on the part of the teacher.

Descriptive and adequate data must be collected by the supervisor for without it there is nothing about which to confer with the teacher and no point at which to begin an improvement; the supervisory process becomes distorted. "The importance of a strong

and valid data base that can be used as feedback for teachers to examine their 'actual behavior' in contrast to what they hoped to achieve cannot be overstressed" (Lovell & Wiles, 1983, p.175). Cogan (1973) agrees because "without a stable data-base for their work supervisors and teachers find themselves mired down in fruitless arguments about what did and did not actually occur in the course of instruction" (p. 136).

The observer is selective in recording data because of the abundance available.

The field of observation is so complex and filled with stimuli that it is impossible to observe everything. Therefore, we feel there is a need to recognize the difficulties in observation and take appropriate precautions.... Since it is impossible to observe everything, it is necessary to restrict observations to a particular category of behavior, such as student or teacher responses, teacher positive reinforcements, or interaction flow. (Lovell & Wiles, 1983, p.175)

The observer is descriptive rather than judgmental. "Contemporary views of observation, based on research and experience, strongly suggest that the appropriate role for a supervisor in visiting classrooms is to be a collector of descriptive data on a predetermined aspect of the teacher's performance" (McGreal, 1983, p. 96). Goldhammer (1969) and Lovell and Wiles (1983) point out that supervisors record not what they feel but what they actually observe because if the data are in the least bit fuzzy, irrelevant to teacher concerns, or in any way inadequate the supervisory process becomes ineffectual.

Since the data are incomplete without examination, effective instructional supervisors are proficient in analyzing the collected data. There is no single way to study or analyze the data; it is more a process of 'making sense of it'. Goldhammer (1969) describes Stage 3 of the clinical supervision cycle which involves analysis of the observational data and planning the management of the supervisory conference. Lovell and Wiles (1983) suggest that the supervisor organize the data into appropriate categories and identify "patterns of behaviors and decisions about their relevance to the supervisory process" (p. 178). Mattaliano (1977) and Cogan (1973) concur, pointing out the importance of making order out of a confused mass of data, relating today's lesson to past events and studying the teaching-learning process as evidenced in the documentation. "Careful solo analysis represents one of the major instruments by which the supervisor may gain knowledge about the teacher as he [sic] is in class" (Cogan, 1973, p. 171).

Costa (1983) describes Validating as a component of the supervisory process in his Analysis and Evaluation/Reflective phase of supervision. This phase includes sharing data collected about student and teacher performance, comparing what actually happened with what was desired, making inferences about student achievement of objectives, making inferences about teacher performance, and drawing cause and effect relationships between teacher performance and student achievement.

Cogan (1973) as well as Lovell and Wiles (1983) suggest that teachers and supervisors analyze together after they become adept at the practice.

We like the idea of teachers and supervisors collaborating in analysis, discovering categories together that help order data, finding patterns of behaviors, and deciding together on their significance. We think this helps establish credibility, implements the collegial approach, and facilitates mutual trust and respect. (Lovell & Wiles, 1983, p. 178f)

Harris (1982) includes a competency that involves collection of data and analysis in his Developmental Supervisory Competency Assessment System (DeSCAS). "Given a teacher or program to be evaluated, the supervisor can utilize systematic procedures and objective instruments for observing in classroom(s) to produce reliable data with useful analyses and interpretations of teacher performance" (p. 37).

The importance of the instructional supervisor observing in the classroom is clearly confirmed in the literature. "Classroom observation is a complex activity but indispensable in the work of any supervisor." Furthermore, "observation of instruction is an aspect of the evaluation task, but more than that, it is a vehicle for in-service education, curriculum development, staffing, and public relations as well" (Harris, 1975, p. 196). Burns (1981) states that "classroom observation is the most effective medium through which teachers can be helped" (p. 5).

Mattaliano's (1977) Skill Cluster #7 is entirely devoted to Observation. Stage 2 of the clinical supervision cycle according to

Goldhammer (1969) is the Observation. "The supervisor observes to see what is happening so that he [sic] can talk about it with the teacher afterwards" (p.61).

The supervisor provides a perspective that is unavailable to the teacher. The supervisor learns from observing in the classroom because

by putting himself [sic] in close proximity to the teacher and the pupils at the very moments when salient problems of professional practice are being enacted, the supervisor occupies a position from which he can render real assistance to Teacher. (Goldhammer, 1969, p.62)

Supervisors record behaviors of the teacher during observation; subtle and unconscious behaviors are recorded as well as those that are conscious and obvious. Frequently behaviors that stereotype persons become evident to the teacher through classroom observation by the instructional supervisor. Educators do not intentionally and consciously stereotype students. However, educators have been raised in a society that - through books, magazines, television, movies, institutions, role models - teaches sexism and racism (Sadker & Sadker, 1982; Banks, 1977). Stereotypes that are common in our society can influence our thinking, our attitudes and our behavior without a conscious confirmation on our part. Analysis of their perceptions by instructional supervisors is essential.

Sex and race bias both develop from stereotypes which are intrinsically limiting and diametrically opposed to the task of education which is to develop individuals to the full extent of their potential. Since instructional supervisors are involved with all

aspects of the school environment that affect teaching and learning sex and race bias is a legitimate concern. Banks (1977) in referring to the issue of multiethnic education says that "very little teaching and learning may take place until these problems are solved" (p. 21). Sadker and Sadker (1982) discuss "the loss that both girls and boys suffer because of sex bias in society and in our schools" (p. 1). Gough (1976) states that

several studies indicate that a high degree of sex-appropriate behavior does not necessarily enhance and may even retard psychological and social adjustment of either males or females. And, in terms of intellectual performance, boys and girls who are less sex typed have been found to have higher overall intelligence, spatial ability, and creativity. (p. 15)

Combatting sex and race bias in the schools will benefit all children not just females or ethnic minorities because all suffer from the limiting effects of sex and race stereotyping (Sadker & Sadker, 1982; Bash, 1973).

Banks (1977) points out the examination and revision of the curriculum for sex and race bias improves learning for all students because it "provides a tremendous opportunity to implement much-needed radical curriculum reforms such as conceptual teaching, interdisciplinary approaches to the study of social issues, value inquiry and the provision of opportunities for students to participate and become involved in social action" (p. 19). Multicultural education "is concerned with modifying the total educational environment, so that the environment is more reflective of the ethnic diversity of American society" (p. 21).

Inherent in achieving the educational outcomes we desire for all children is the full development of each individual's potential. The instructional supervisor needs to be aware of and recognize behavior that does not contribute to that goal.

In summary it is recognized that the collection of data, analysis of that data, observation of teaching and identification of sex and race bias in the classroom are among the skills, attitudes and understandings that are essential for the instructional supervisor.

Conferencing with teachers. The second cluster, Conferencing with Teachers, consists of conferencing, suggestions for strategies and resources for improvement, eliciting feedback from the teacher, an understanding of the nature of evaluation and feedback skills. Conferences with teachers are a vital part of the supervisory process. Emphasizing the critical nature of the conference Goldhammer (1969) states that "all roads lead to the conference".

Conferencing skills are required for Goldhammer's (1969) Stage 1 (Preobservation Conference) and Stage 4 (Supervision Conference) which he describes as an all-important function of the supervisor.

The skill level of the supervisor makes the difference between an effective conference and one that is not. Interaction between supervisor and teacher provides insight into the complexities of teaching and can lead to the improvement of the teacher's work in the classroom. Lovell and Wiles (1983) list some objectives for the post

observation conference that will give some direction to planning for the conference:

1. Compare anticipated teacher and student behavior and actual teacher and student behavior.
2. Identify discrepancies between anticipated teacher and student behavior and actual student and teacher behavior.
3. Make decisions about what should be done about discrepancies and congruencies between anticipated and actual behavior.
4. Compare projected use of subject content, materials, equipment, physical space, and social environment with their actual use, with emphasis on the identification of congruencies and discrepancies, and plans for their future use.
5. Compare hoped-for learning outcomes with actual learning outcomes within the context of other appropriate factors in the situation, as described by the observation. (p. 179)

Costa's (1983) fourth phase - Consulting - is what he calls his Application/Projective Phase and is concerned with conferencing including the following activities for the supervisor:

- Evaluating appropriateness of desired objectives
- Prescribing alternative teaching strategies
- Developing insight into the supervisory process
- Evaluating the process of supervision (p.12)

Lovell and Wiles (1983) also discuss what is expected of the supervisor in the conference.

It is absolutely essential to explore the data that are related to the expressed concerns and needs of the teacher, and to reaffirm that there is still agreement on the results of the analysis before discrepancies and congruencies are evaluated.... The positive elements in the situation need to be maintained and supported. The negative elements need to be considered for change. (p. 179)

Mattaliano (1977) discusses the supervisory conference and devotes two Skill Clusters to it. Skill Cluster #9, The Supervisory Conference - Part I is concerned with the skills needed for the conference early in the teacher-supervisor relationship when it is more of a helping relationship than a collegial one. Skill Cluster #10, The Supervisory Conference - Part II comprises behaviors that develop in the teacher the abilities necessary for self-analysis.

An essential aspect of the conference consists of the supervisor and teacher together examining the current teaching behavior and exploring possible alternatives and ways to improve. The instructional supervisor frequently suggests new strategies and resources which the teacher uses to further develop as a professional.

In his self-assessment for supervisors Harris (1982) includes two competencies concerned with helping teachers improve. "Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior.... Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist

the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives" (pp. 30 & 31).

Cogan (1973) defines the conference as a "shared exploration: a search for meaning of instruction, for choices among alternative diagnoses, and for alternative strategies of improvement" (p. 197).

Mattaliano (1977) specifically names developing strategies as one of the skills in his Planning Skill Cluster. Also in Skill Cluster #2 - Basic Supervisory Procedures for all Segments and Phases of the Supervisory Function - Part II he identifies the skills of locating and securing the necessary resources to help the teacher improve his or her work.

For the instructional supervisor to grow and learn, develop collegueship with teachers, and intensify the supervisory process teacher evaluation of the supervisor's performance is necessary. Goldhammer (1969) places such importance on this critical area that it, in itself, is Stage 5 of his "cycle of supervision" wherein the supervisory behavior is analyzed by the teacher and feedback given to the supervisor. Lovell and Wiles (1983) also emphasize the importance of the teacher's in-put.

Both teachers and supervisors must participate in the process [of evaluation of the supervisory process]. The evaluation should consider supervisor-teacher rapport, relevance and validity of observation data, analysis of observation data, effectiveness of the process of providing feedback for teachers

as well as the quality of the feedback, the process of evaluating findings, and the support for change of practices. (p. 180)

Oliva (1976) strongly suggests that supervisors ask the teachers they supervise to evaluate their performance. "Feedback from the 'troops' is the best way to find out whether or not the supervisor is actually accomplishing the mission.... The teachers a supervisor serves are in a real sense the consumers of the product which he [sic] brings to them and they are in the best position to judge whether that product is effective" (p. 417). Oliva (1976) suggests the following characteristics for evaluation of supervisors by teachers:

Provides assistance when needed.

Is open to communication.

Shows concern for the individual teacher.

Transmits pertinent information.

Provides leadership in curriculum development.

Is effective as a demonstration teacher.

Is effective as a group leader.

Is receptive to others' ideas.

Involves teachers in decision making.

Is up-to-date on instructional developments.

Interacts effectively with teachers.

Conceives primary role as a helper to teachers.

Cogan (1973) suggests a review and evaluation of the conference with the teacher joining "the supervisor as a peer in assessing both

the processes and outcomes of their work together. The supervisor also profits from the feedback he [sic] receives about his own performance in the conference" (p. 216).

In order to conference effectively with teachers it is important that the supervisor understand the distinction between formative and summative evaluation. Evaluation can be summative i.e. the ranking, judging, comparison, and rating of teachers. Summative evaluation frequently is viewed as a means of identifying incompetence. On the other hand, formative evaluation is the process which has the improvement of instruction as its purpose and by implication improvement in teaching behaviors. It is an ongoing process in which instruction is scrutinized asking "What is being done well? What not so well?" Changes are immediately designed to correct the inadequacies and strengthen effective strategies; these are implemented and the process of assessment begins again. Since the purpose of instructional supervision is to improve teaching it is formative evaluation that determines much of what occurs in the conference.

Stanley Katz (1979) points out the following assumptions and key concepts from his Results Oriented Supervision (R.O.S.) which support formative evaluation. 1) Individual teachers are capable of identifying areas for their own professional growth. 2) The emphasis should be on self-improvement and self-evaluation. 3) The primary purpose of supervision should be to improve, not prove (p.6).

Harris (1975) agrees and states that "the best practice and

research and development activities are all moving slowly but persistently in the direction of viewing evaluation as a way of systematically gathering evidence on instruction-related events and analyzing these data in ways specifically designed to illuminate decision making for improving instruction" (p. 138).

Both formative and summative evaluation can exist together. McGreal (1983) discusses the undeniable responsibility on the part of the supervisor to be accountable and insure a certain level of quality in the teaching staff. However, the summative aspect of evaluation need not overshadow the most important purpose of the process - formative evaluation. He also points out that systems that are built around the small percentage of incompetent teachers build negative feelings on the part of teachers towards evaluation. "On the other hand, systems built around attitudes truly directed toward improving instruction, and having procedures, processes, and instrumentation complementary to that attitude, have been shown to significantly increase the likelihood of promoting change in teacher behavior" (p. 6).

Ness (1980) agrees and describes both formative and summative evaluation and believes they can coexist in the school without loss of effectiveness for either one. "The evaluating administrator needs to integrate and use all the characteristics of consulting, helping, supporting, and diagnosing in the process of accounting for teacher competency" (p. 406).

The last element included in this cluster is feedback skills; giving feedback is inherent in conferencing with teachers. The type of feedback and the way it is given enormously influence teachers' attitudes towards improvement; formative evaluation demands that the instructional supervisor develop effective feedback skills. Lovell and Wiles (1983) indicate some of the difficulties in feedback and ways to overcome them.

Any time individuals are getting feedback on their behavior and possible effects of their behavior, the possibility of tenseness, or even anxiety, is great. However, it is our belief that a solid base of trust and respect, collegiality, valid observational data agreed on by teacher and supervisor, teacher-supervisor collaboration in analysis and evaluation of patterns of teaching, and teacher-supervisor cooperation in generalizing to future behavior will ameliorate tension and produce improvement. (p.179)

Mattaliano (1977) includes the skill of "developing feedback processes to help the teacher understand events and outcomes in the classroom and to replan strategies for the next lesson" in his Skill Cluster #4.

According to McGreal (1983) the way that feedback is given to the teacher can influence the teacher's participation in improving instruction. He suggests that feedback should be primarily a cooperative activity. Hyman (1975) describes characteristics of meaningful feedback occurring during supervisory conferences. He comments on focusing on actual observed behavior rather than on the person. Feedback should consist of information sharing with many alternatives rather than a "one best way" and kept containable so it doesn't overwhelm the supervisee.

Curriculum implementation: instruction. The third cluster of skills is Curriculum Implementation. Although curriculum development is frequently examined only in its context of district and school-wide planning, the issues involved in curriculum implementation for instructional leaders who are working directly with teachers are those at the classroom level. The focus is on the curriculum in the classroom involving the planning, implementation, and evaluation of instruction by the teacher.

Sergiovanni and Starratt (1979) emphasize the importance of the supervisor understanding the curriculum and its implementation in the classroom. "In order for the supervisor to know at least some of the important questions to ask [the teacher at the conference], he or she ought to have some clear ideas about curriculum and how supervisors can affect its improvement or effectiveness in an instructional setting". They suggest questions for the instructional supervisor to ask regarding classroom instruction which indicate the kind of skills, understandings, and attitudes expected. Some of the questions are: What is the most effective way to teach this? What precisely does the teacher want to teach? How does this fit with the objectives? Are the teacher's methods related to specific curricular objectives? (pp. 237-238).

Oliva (1976) focuses extensively on the supervisor's role in helping teachers improve instructional design in the textbook he has written for graduate students and practicing supervisors. He points out the necessity of the instructional supervisor working with

teachers on the planning, implementation, and evaluation of instruction in the classroom. The supervisor helps teachers develop effective modular plans covering weeks or months and lesson plans for daily use. Supervisors help teachers write goals and objectives, describe and analyze tasks, apply taxonomies of educational objectives, and organize instructional plans. They also help select appropriate resources and strategies for the actual lesson; help teachers develop generic skills of instruction including effective ways to begin, carry through and end a lesson; and help improve teachers' skills in evaluating students. The effective instructional supervisor must thoroughly understand the planning process, implementation of the plans, and consequent evaluation.

In the first component of the Supervision Process which Costa (1983) identifies as Auditing and further describes as The Planning/Preactive Phase he includes activities connected with the curriculum in the classroom. They are: 1) Clarifying goals and objectives 2) Describing teaching strategies 3) Determining evaluation techniques 4) Clarifying the evaluation process.

Skill Cluster #4 (Mattaliano, 1977) reports skills necessary for the instructional supervisor in helping the teacher to plan and implement instruction. The supervisor can help the teacher state objectives clearly and specifically; develop strategies to reach objectives; be consistent between objectives; plan appropriate activities to meet the objectives; and involve students in the planning process.

Clinical Supervision is discussed at length by Lovell and Wiles (1983) and they conclude that it is "an excellent approach for the delivery of direct support, consultation, and service to help an individual teacher or a team of teachers improve their performance in working with a particular group of students [which] should be a basic organizational expectation for the instructional supervisory behavior system" (p. 168). Cogan (1973) devotes two chapters in his book on clinical supervision to lesson planning which indicates the importance he places upon it and the necessity of a clear understanding of the planning process for the instructional supervisor. Through the planning process the teacher and supervisor become more knowledgeable about the students and the instructional resources available; derive and state the objectives in operational form; develop and test the logic of the teaching-learning strategies; and work out the feedback and evaluation processes designed to help the teacher and supervisor understand the events in the classroom and the outcomes of instruction.

Communication. Communication skills, the fourth cluster, are important to the instructional supervision process. The elements involved are: the definition and scope of communication, listening skills, non-verbal communication, and conflict resolution.

Alfonso et al. (1981) describe communication as a "vital facet of instructional supervisory behavior" (p. 139). Unruh and Turner (1970) concur and state that "channels [of communication] must be kept

open if the supervisor is to be successful" (p. 43). Goldhammer's (1969) Stage 1 - Preobservation Conference - and Stage 4 -Supervision Conference- demand communication skills on the part of the supervisor as does Cogan's (1973) Phase 1, Establishing the Teacher-Supervisor Relationship and Phase 7, The Conference. To be effective as an administrator a person must "develop ability in successfully communicating his [sic] ideas and attitudes to others" (Katz, 1955, p. 40). Lovell and Wiles (1983) state that "effective communication is an essential ingredient" in all of the activities of instructional supervision and describe the significance of communication skills:

If the supervisor wishes to influence or be influenced by teachers, he or she must communicate. Communication is the means of learning and growth and, therefore, a fundamental element of the supervisor's effort. The facilitation of supervisor-teacher, teacher-teacher, and teacher-student communication must become a basic focus of the supervisory behavior system. (p.90)

Unruh and Turner (1970) state that both informal and formal communication skills are necessary for the effective supervisor and suggest that "the supervisor should develop his [sic] own set of working guidelines for improving his [sic] communications" (p.43). Peters and Waterman's study (1982) of America's best-run companies points out the "regular, casual communication" the excellent companies' management uses effectively (p.51).

Instructional supervisors must be aware of the implications in the quality of communication. Lovell and Wiles (1983) discuss the degree of trust necessary to increase communication and the types of problems individuals are willing to examine. With people who are not

trusted, a person will only share the thinking he or she wants the other person to hear. If people trust and like each other and enjoy interaction, communication will be open and honest" (p. 97). Ritz and Cashell (1980) found a strong statistical relationship between "interpersonal/communication" activities and teacher ratings of supervisory effectiveness (p. 78).

Gordon (1977) points out an often overlooked aspect of communication: listening skills. Through the use of listening skills the supervisor can help supervisees to meet their needs for self-esteem, achievement, and personal development. With competence developed in listening skills the supervisor has an essential communications tool at his or her disposal. Active Listening is one of the skills identified by Mattaliano (1977) in his Skill Cluster #9 - The Supervisory Conference - Part I.

Nonverbal communication is an integral part of the way persons communicate with each other. However, "little attention is paid by many supervisors to the nonverbal situation, and this oversight constantly interferes with the effectiveness of supervisory communication" (Lovell & Wiles, 1983, p.95). Lovell and Wiles continue and point out that "supervisors need to realize that all the nonverbal elements of the communication situation contribute to the effectiveness of their work with the people with whom they seek to communicate" (p.96). Cogan (1973) also points out that nonverbal behavior has been neglected. "However underdeveloped the state of speculation, research, and practice may be in the systematic

attention paid to nonverbal behavior, the supervisor should be aware of it" (p. 143). Katz (1955) tells us that to be an effective administrator a person must "develop ability in understanding what others by their actions and words (explicit or implicit) are trying to communicate" (p. 40).

Conflicts are inevitable in human relationships whether they are personal or professional. "Conflict is now assumed to be a natural part of modern organization and indeed is at times credited with positive effects upon the organization" (Sergiovanni & Starratt, 1979, p. 146). Thus, an important skill for the instructional supervisor is positively resolving conflicts. Sergiovanni and Starratt (1979) are emphatic on this point. "The resolution or management of interpersonal conflict and the cultivation of conflict-handling styles becomes a major concern of human resources supervision" (p. 146). They go on to describe five conflict-handling styles available to supervisors.

Gordon (1977) warns us that conflicts can be "counterproductive and costly for the group or the organization" (p. 143) and points out that "when people possess power over others they are very much inclined to use it" (p. 177). He also says that when non-power methods are used to resolve conflicts distinct benefits are enjoyed such as higher quality decisions, increased commitment to carry out decisions, better relationships, and quicker decisions.

Leadership. The fifth cluster, leadership, encompasses leadership and group skills, understandings about the change process and the school as an organization, the ability to set goals and adapt work with individual teachers to their particular needs. Leadership skills are essential for the instructional supervisor. Unruh and Turner (1970) state that "supervision is leadership" (p. 21). Alfonso et al. (1981) are equally emphatic and say that "successful instructional supervisory behavior cannot exist in the absence of effective leadership behavior" (p. 95). Repeatedly we are told that effective leadership is a powerful tool and important for the instructional supervisor to develop. "Leadership is a potent force for increasing supervisory effectiveness" (Sergiovanni & Starratt, 1979, p. 98). "A supervisor who is seriously concerned about his or her own behavior and influence attempts should seek a deeper understanding of the phenomenon of leadership" (Alfonso et al., 1981, p. 120).

As the instructional leader the supervisor provides focus and direction through "reciprocal raising of levels of motivation rather than indoctrination or coercion" (Burns, 1978, p.448). Effective leadership arises from proficiency and not from power or authority. Leadership for the instructional supervisor must arise from competence and not official status (Alfonso et al., 1981, p.86).

Unruh and Turner (1970) tell us that "leadership plays an important role in providing opportunities for and in stimulating such teacher activities" as promoting experimentation and innovation as

well as an atmosphere where there is "freedom to teach and learn" (p.22). The instructional supervisor develops an environment where students, teachers, and supervisor grow and learn.

The instructional leader influences others. Unruh and Turner (1970) note that "the supervisor [is] to provide a vision for the staff and faculty" (p.21). "It is our assumption that instructional supervisors serve as educational leaders and should have the additional responsibilities of identifying and releasing leadership potential throughout the instructional staff (Lovell and Wiles, 1983, p.64). They "define leadership as behavior that is generated to cause certain other individuals to act, think, and feel in certain definable ways.... It is our belief that the establishment of mutual means [means for all to satisfy their needs] is the most effective approach for supervisors to use in most situations" (p.66).

One aspect of effective leaders is their understanding that human beings learn and respond in individual ways and their ability to be flexible enough to deal with this in practice. "Supervisors are being asked to move beyond one way of working with teachers and to use several orientations according to individual teachers" (Glickman, 1981, p.61). Glickman (1981) also notes that Zins (1977) comes to the same conclusion in the summary of his study on three models of consultation: "In view of the finding that teachers have different preferences for models of consultation, consultants need to be aware of these preferences and flexible in response to them" (p. 61). Unruh and Turner (1970) describe the environment the

instructional supervisor must establish and point out that a part of the supervisor's task is to deal with divergent viewpoints and unique learning perspectives [of teachers] (p. 126).

Mattaliano (1977) focuses on the necessity for flexibility in his Skill Cluster #1. He says that the instructional supervisor must work with the teacher within the teacher's frame of reference. In addition, varied and flexible strategies for dealing with instructional problems and alternate modes of working with teachers are to be developed by the supervisor.

A further consideration according to Sergiovanni and Starratt (1979) is the selection of an appropriate style of leadership for particular situations. No one best style of leadership is best under all circumstances. In their discussion of Fiedler's and Vroom's leadership theories they conclude that contingency approaches to leadership are effective.

The leader both maintains the organization the way it is and improves or changes it. Understanding the process of change, how it takes place and the attitudes, values, and behaviors that act as barriers and facilitators enables the instructional supervisor to plan improvements in the school setting. "The implementation of change in the schools is one of the genuine opportunities for leadership accorded the supervisor (Unruh & Turner, 1970, p. 175). Alfonso, et al. (1981) describe the concept of change as "a crucial element" of instructional supervisory behavior (p.243).

In the past change frequently occurred without sufficient planning or understanding of the process. Harris (1975) reminds us of this and emphasizes the idea that "change cannot be a piece-by-piece affair" and that "supervision for dynamic change in teaching must be planned strategically" (pp. 31-32).

Change in behavior is expected when we are helping professionals grow; improvement necessitates change. Unruh and Turner (1970) suggest methods that a supervisor may use to "help teachers change their behavior" (p.149). "Since improvement implies change, it is our assumption that the coordination and facilitation of instructional and curricular changes are fundamental dimensions of instructional supervision" (Lovell & Wiles, 1983, p.114).

The importance of understanding change is stressed by Lovell and Wiles (1983).

The supervisor can be an important factor in the antecedents of change. He or she can support teachers' ideas for change, and provide needed security in failure. The supervisor can also communicate situational norms that support change and communicate recognition and deep concern for the teachers' change efforts. (p. 123)

Another facet of leadership is the understanding of the group process and the ability to perform needed group functions. "The modern supervisor must constantly deal with groups, and he [sic] must know how to become a part of many and varied groups" (Unruh & Turner, 1970, p. 204). "The extensive use of group activities in supervision makes understanding of group dynamics essential for all supervisory personnel" (Harris, 1975, 251f). Oliva (1976) concurs and says that

"supervisors spend a considerable portion of their time with teachers in groups of varying sizes and composition" and therefore need effective group skills. He also adds that through modeling the supervisor develops group skills in teachers (p. 388).

Lovell and Wiles (1983) cite Lippitt who describes the functions of leadership as discovering "what actions are required by groups under various conditions if they are to achieve their objectives and how different members take part in these actions" (p. 85). Sergiovanni and Starratt (1979) discuss at length the characteristics of an effective work group, roles of group members, and propositions about group functioning. Because "supervisors are frequently in a position to make group effectiveness a reality" these are topics that effective instructional supervisors clearly understand and can apply to their particular situations.

Meetings are a common method of communication in a school system.

Since many meetings are planned and conducted by supervisors, it is important that they know how a meeting can be conducted to facilitate communication. Skilled leaders can conduct discussions in such a way as to develop a quality of problem solving that surpasses that of groups working with less-skilled leaders, and they can obtain a higher degree of group acceptance than less-skilled persons. (Lovell & Wiles, 1983, p.98).

Another element of leadership is understanding the school as an organization. Through organizational structures society orders human existence, manages and accommodates human needs, and transmits values of the past. When institutional goals and human beings' needs

conflict problems arise. Furthermore, in the school organization one finds isolation, formalization, preoccupation with efficiency, and status differential that can frustrate educational change. However, working to affect change in the human aspects of the school's organization will increase the school's effectiveness. These are legitimate areas of concern for the instructional supervisor.

The concepts and research in organizational analysis do represent valid areas of consideration for supervisors. As organizational leaders, supervisors should be alert to the implications of organizational study. Educational supervisors need a variety of concepts with which to sharpen their views of their roles and the organizations they serve. (Alfonso et al., 1981, p. 81).

Sergiovanni and Starratt (1979) discuss the organizational environment for supervision. Since the "educational concerns of the school are very much influenced by broader characteristics which make up the school's organizational subsystem" it is necessary for the effective instructional supervisor to understand organizational theory and its application to the school setting (p. 40).

Alfonso et al. (1981) in their examination of the school as an organization point out the importance of the integration of individual goals with those of the organization and note that the instructional supervisor must understand and plan carefully to accomplish such integration of goals. Sergiovanni and Starratt (1979) describe this issue:

A fundamental concern of supervision is the question of whether schools use people to accomplish organizational ends or whether people use schools to accomplish human ends. This concern is placed in perspective by the following phrase from the Cardinal Principles of Secondary Education, 1918: 'The objectives must

determine the organization or else the organization will determine the objectives'". (p. 66)

In addition, the instructional supervisor must "stimulate the instructional staff to identify with the school organization as a system that requires human ingenuity and creative input if it is to accomplish its purpose" (Alfonso et al., 1981, p. 83).

Effectively setting goals is another of the elements of instructional supervision that make up the Leadership Cluster. Goal focus has been positively correlated with leadership effectiveness. A strong sense of direction for the organization is developed through all members knowing the goals and being committed to them. According to Alfonso et al. (1981) the instructional supervisor "has as a major responsibility the clarification of the school's goals. This means that the supervisor must communicate and interpret the goals of the school organization as well as those of the instructional program" (p.85).

DeBevoise (1982) cites Robert Mattson who explains that instructional leadership provides clarity of goals, functions, and interrelationships in the organization of the school (p.2).

The essence of goal-setting is careful planning. Successful supervision does not happen by chance. The effective instructional supervisor plans with specific goals identified, implements them, and then evaluates (McGreal, 1983). Harris (1982) has included a competency on goal setting in his self-assessment:

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized

personnel, teachers, and pupils through a series of discussions, and other experiences to produce a report showing some of the most important goals on which there is agreement. (p. 31)

The importance of the last element in the Leadership Cluster, climate of the school, cannot be overemphasized for it is the basis or foundation on which a staff develops a school. Personality is to the individual what climate is to an organization. It involves staff morale, the use of power and authority, and the amount of trust placed in the staff. The climate of the school can affect in large measure its effectiveness and have a positive effect on pupil attitudes and learning. Therefore, it is an area of concern to the instructional supervisor.

Supervisors are required to "foster an open climate" (Alfonso et al., 1981, p. 87). The supervisor provides a climate of trust and mutual respect according to Burns (1981, p. 12). This, in turn, is translated into the classroom and Marks, Stoops and King-Stoops (1978) tell us that good supervision promotes methods that bring about a classroom climate of satisfaction and accomplishment (p. 290). The importance of attention to organizational climate is clearly described by Sergiovanni and Starratt (1979).

Supervisors will have a difficult time exercising this [instructional] leadership without a sufficient supportive climate within which to work. Further, excluding or neglecting organizational climate in favor of educational tasks can actually limit the total amount of leadership talent available in the school. The need for organizational-climate is clear. (p. 70)

A significant point with clear implications for the instructional supervisor is made by Halpin and Croft (1963) who

discovered that the behavior of the principal in large measure determined the climate of the school. Squires, Huitt, and Segars (1983) concur. They found that the principal is important in developing all three of the categories they describe in school climate: emphasis on academics, an orderly environment, and expectations for success.

Human resources. The sixth and final cluster of elements involves encouraging the human spirit and providing a fertile ground for growth. Three elements make up the Human Resources Cluster: human potential, teacher autonomy, and staff development.

The first element, human potential, deals with developing strongly motivated teachers and an inspired and challenged staff. An added consideration for the instructional supervisor is that in understanding human potential and planning ways to develop it in the school's staff the supervisor models the behavior the teacher will use with the students in the classroom.

The ability to develop high morale among the staff is advocated for the instructional supervisor by Unruh and Turner (1970). "The supervisor should be alert to signs of low morale and should be prepared to initiate action for improvement when needed" (p. 62). They also point out that the effective instructional supervisor understands the "social-psychological concepts which emphasize the need for interaction and common applications to supervisors including cooperation, good manners, democratic approach, professional ethics,

recognition, shared decision making, and empathy"(p. 88).

Sergiovanni and Starratt (1979) state that "developing highly motivated teachers should be a high priority of supervisors" (p. 151). They continue by arguing that "quality education is largely dependent upon the presence in schools of competent administrators, teachers, and students who are internally committed and motivated to work" (p. 171). Continuing, they draw upon Maslow's theory of human motivation, the motivation-hygiene theory as developed by Herzberg, and Vroom's expectancy theory of motivation to provide instructional supervisors with a base of information to develop ways to motivate teachers and utilize the human potential in the school.

Mutual trust and respect on the part of supervisor and supervisee is developed. Lovell and Wiles (1983) describe "preobservation behavior" which is trust building, collegueship, "getting to know each other as professionals". "The supervisor develops an atmosphere in which teachers willingly cooperate with and assist each other (Unruh & Turner, 1970, 146).

The supervisor uses the power of the position to create an environment conducive to the release of human potential. The power comes from esteem as well as authority (Lovell & Wiles, 1983, p.59).

The professional growth of teachers is enhanced by effective instructional supervision. "Assumptions about teachers being competent professionals who should be held responsible for the outcomes of their professional performance" are made by the

supervisor. (Lovell & Wiles, 1983, p.172). "Teachers who are personally 'growing' continue to glow brightly and don't burn out. The supervisor and the supervisory relationship must provide the stimulus" (Ricken, 1980, p. 23).

Alfonso and Goldsberry (1982) state that collegueship increases the intrinsic rewards of teaching and could help prevent dissatisfaction and "burn out" of teachers. They see three advantages in developing collegueship in supervision.

First, the human resources of the school are mobilized in a joint effort to improve instruction. Second, the long overdue recognition that classroom teachers have much to contribute to the quest for instructional improvement, coupled with increased responsibility for the design and implementation of improvement strategies, can produce a sense of personal achievement as well as a better functioning school.... [Third, there is], increased job satisfaction for teachers. (p. 96)

Sergiovanni and Carver (1969) have included an article in their work by McGregor that underscores management's responsibility in applying knowledge about human motivation to the "organization of human effort in industry" which can also be valuable for the instructional supervisor motivating teachers to put forth more than the minimum effort. Management is responsible to make it possible for people to develop for themselves such human characteristics as: the potential for growth, the capacity for assuming responsibility, and the readiness to direct behavior toward organizational goals. McGregor goes on to say that "the essential task of management is to arrange organizational conditions and methods of operation so that

people can achieve their own goals best by directing their own efforts toward organizational objectives" (p. 154).

The second element in the Human Resources Cluster is teacher autonomy. Effective supervision provides opportunities for the teacher to develop those skills that enable the teacher to analyze, self-evaluate, and then design new strategies and continue professional growth. Teachers learn to manage their intellectual growth independently and develop competency in the classroom. Katz (1979) reinforces this idea by emphasizing in his Formative Supervision the fact that teachers improve through self-management of their professional growth.

The end result of effective instructional supervision is that teachers can become independent, analyze their own instruction, and work with other teachers to grow professionally. Goldhammer (1969) points out that teacher autonomy is an important goal of effective instructional supervision. "The supervision we envisage is intended to increase teachers' incentives and skills for self-supervision and for supervising their professional colleagues"(p.55).

Mattaliano (1977) identifies twenty competencies in his Skill Cluster #2 that are pertinent to developing the teacher's autonomy. The skills involve locating resources for teachers, developing collegial relationships, helping the teacher feel secure enough to develop autonomy, and helping the teacher gain the skills to become self-supervising.

Alfonso et al. (1981) remind us that supervisors "should promote the worth and independence of the individual staff members [as well as providing for] self-actualization, as opposed to submission". The instructional supervisor supports the "advancement of competence and professional decision making among teachers" (p.88).

Oliva (1976) suggests that "supervisors effect changes in instruction as they help teachers to evaluate themselves" (p.362). "Teacher self-appraisal should be the goal of efforts to evaluate teaching competency (p. 362). Supervisors provide the opportunities for teachers to analyze their own performance which is the internal approach. Prior to this is needed the external approach as a step towards teacher autonomy.

Cogan (1973) suggests that autonomy is strengthened as the teacher becomes more competent in the processes of the conference. The supervisor can reinforce this development by encouraging the teacher to set short and long range goals for professional improvement (p. 199). He also discusses a useful strategy for developing the teacher's autonomy (p. 95). Alfonso and Goldsberry (1982) agree that teacher autonomy is desirable and supervisors must develop it. They discuss helping teachers assume greater responsibility for improving their own instruction and that of their colleagues.

Porter in Sergiovanni and Starratt (1979) suggests that autonomy is a motivator for most people. Teachers have expressed a demand for

control over their work and are professionally capable of being able to accomplish it (p. 155).

The third and last element in the Human Resources Cluster is Staff Development. Staff development is a part of supervision growing out of the needs and discussions of the supervisor and the supervisee. Sergiovanni and Starratt (1979) describe supervision as staff development.

This clearly is an important responsibility of the instructional supervisor. "The staff-development orientation should receive major focus" (Sergiovanni & Starratt, 1979, p.291). Unruh and Turner (1970) suggest that the "supervisor should examine the entire inservice program" (p.122) and Dillon-Peterson (1981) describes staff development as "important, if not crucial".

The needs of teachers are taken into consideration in planning such programs. Alfonso et al. (1981) find that the instructional supervisor must be equipped to "interpret both teacher needs and organizational goals" in a staff development program. This is reiterated by Oliva (1976) who points out that the needs of teachers and students as well as the community are included in a comprehensive staff development plan.

Two of Harris' (1982) competencies refer to staff development:

Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities". (p. 30)

Given a client group, the supervisor can produce an assessment of needs for inservice education which results in a set of

priorities in terms of individuals, programs and organizations".
(p. 37)

Sergiovanni and Starratt (1979) emphasize an important understanding necessary for the instructional supervisor in planning staff development. "Conceptually, staff development is not something the school does to the teacher but something the teacher does for himself or herself.... Teacher growth is less a function of polishing existing teaching skills or of keeping up with the latest teaching developments and more a function of a teacher's changing as a person - of seeing himself or herself, the school, the curriculum, and students differently" (pp. 290, 291).

From the literature twenty-six elements of effective instructional supervision were identified and organized into six clusters forming the basis for the Self-Evaluation Instrument for Instructional Supervisors (see appendix A). It is necessary to now consider the implications of self-evaluation for instructional supervisors.

Self-Evaluation for Professionals

Self-Evaluation Is Necessary

Self-evaluation is a way of analyzing and identifying those areas that are strong and those that are weak in our professional repertoire. Through self-assessment we identify specific skills to improve and strengths to emphasize. As professionals, instructional

supervisors are expected to continuously learn and improve their effectiveness. "From any point of view self-development is a growing requirement of the supervisory job" (Boyd, 1976, p.28). "I believe we're obliged to ask ourselves [supervisors] 'How do we find out if we're doing okay?'" (Krajewski, 1977, p.15). Stoops, Rafferty, and Johnson (1981) point out that "self-evaluation is as important for the administrator as for the teacher" (p.388) and Ricken (1980) asserts that "it is nearly impossible to maintain a constant level of effectiveness in any career. If you're not actively seeking ways to improve, you deteriorate" (p.22). Drucker (1977) goes a step further and contends that not only is self-evaluation necessary for professional growth, but also for satisfactory accomplishment in the workplace because unless workers "are made to review, appraise and judge [their behavior] they will not direct themselves toward contribution. And they will also feel dissatisfied, non-achieving and altogether 'alienated'" (p. 273).

Supervisors need self-evaluation for personal as well as professional reasons as Lovell and Wiles (1983). "To preserve their own self-respect, they [supervisors] need to seek ways of increasing their strengths and decreasing their weaknesses. To grow professionally and to be sure that they are doing an adequate job, they need to establish goals or criteria and evaluate their actions by them" (p. 285).

Better Supervision with Self-Evaluation

Olds (1973) maintains that self-evaluation has "immense advantages" for the individual. The self-assessment

serves as a continuing, authoritative source for possible job target objectives. The self-evaluation experience builds confidence on the part of the evaluatee. He [sic] is better able to carry out his responsibilities in target-setting, those of gathering and interpreting performance data, the making of his self-evaluation and in meeting with and discussing the evaluation made by the evaluator. (p.38)

Lovell and Wiles (1983) state that "few people do the type of work they are capable of doing. They work at less-than-full efficiency because they have not analyzed their position and evaluated their work in terms of the requirements"(p.285).

According to Valverde (1982) a supervisor should depend on self for learning rather than depending on others to provide instruction. A person who practices self-learning and thus develops professionally becomes a "self-evolving supervisor" (p.81). The supervisor uses four learning activities - reflection, exploration, stimulation, and experience - to develop, grow and change.

Reflection and exploration, as Valverde (1982) describes them are activities through which one evaluates one's work. In reflection

the supervisor must examine his or her situation, behavior, practices, effectiveness, and accomplishments. Reflection means asking questions of oneself. The basic and comprehensive question asked during reflection is, 'What am I doing and why'". (p.86)

Through exploration the supervisor collects information, finds resources, reads, discusses with colleagues, listens, and observes. He or she searches for new ways to behave, i.e., new ways to improve

strengths and new ways to correct weaknesses. Through this continued activity faulty self-perceptions are dispelled.

Self-Evaluation as Formative Evaluation

Formative evaluation provides information to help the professional improve - to "form" new behavior; its basic purpose is "to improve things" (Miles, 1981, p.265). While formative evaluation is ongoing and has as its goal improved job performance summative evaluation is - as the name implies - a summary at the completion of a task, job or program. Summative evaluation ranks, judges, categorizes, and compares.

"Formative evaluation refers to gathering and using information during the process of doing something. It is ongoing, requiring continual feedback for decision making and change along the way" (DeRoche, 1981, p.4). Professionals use formative evaluation to continue their growth and become better at what they do. Formative evaluation can include checklists, interviews, discussions with colleagues, questionnaires, data on students' progress, teachers' development, and any other information that aids in giving a picture of what is occurring in a program, a project, or an individual's professional life. Such ongoing decisions on how or what to continue and what to change based on a variety of information is formative evaluation. Valverde (1982) describes formative evaluation as "periodic, constructive, and deliberate" (p.86). "Evaluation

which emphasizes ongoing growth and development would be considered formative" (Sergiovanni and Starratt, 1979, p. 286).

Self-evaluation is an important part of formative evaluation. The information gained from evaluating our own performance is invaluable in making decisions about how we will perform in the future. Self-evaluation can be a guide that enables us to identify both strengths and weaknesses and make decisions about new behavior accordingly. Without identifying what we are doing we can never change or improve.

In an ERIC Early Childhood Education Newsletter (1973) Robert Wolf describes self-evaluation of teachers and administrators as a significant part of formative evaluation. An additional value in self-evaluation by supervisors that he points out is the role model they provide for teachers by evaluating their own effectiveness.

Self-Evaluation Instruments

Self-evaluation of the instructional supervisor is given sparse attention in the literature. Although it is generally agreed upon that it is necessary, few specific methods or instruments are available for the instructional supervisor to use and few suggestions are given as to how it can be accomplished. Supervisors are left to their own devices when it comes to self-assessment. Because of the press of daily tasks it is difficult for supervisors to design their own self-evaluation instrument and use it although they may sincerely want to and fully understand its importance and the need for it.

Furthermore, it is difficult to step back and have the objectivity and perspective needed to design a self-evaluation instrument for one's own use. Informally supervisors can generally assess themselves as all intelligent, professional people do continually, but inevitably there are omissions in such informality and no way to carefully document where one has been, where one is going and how one will get there.

While self-evaluation is encouraged and generally conceded to be an essential and integral facet of the instructional supervisor's job few specific methods for the supervisor exist. The self-evaluations that were found were generally too general and informal, impractical and not focused exclusively and comprehensively on instructional supervision. Oliva, Olds, and Lovell and Wiles presented methods that were informal; Danley and Burch, Herman, and Harris were not focused on instructional supervision and included various administrative tasks; Oliva, Olds, and Harris suggested methods that were impractical because of length or placing the responsibility for designing an instrument on the supervisor.

Oliva (1976) agrees that "a conscientious supervisor will stop periodically for self-assessment" and describes a suggested approach. The supervisor is to ask questions of him or herself concerning the effectiveness of the assistance provided teachers and the ways that teachers have been helped as well as using the literature on supervision as a guide to evaluate his or her own performance. He proposes that supervisors design an instrument to use in their

self-evaluation process and also to provide teachers the opportunity to evaluate the supervisor in a "threat-free environment". The supervisees anonymously complete an evaluation instrument the results of which are tabulated by an elected committee of their colleagues who give a summary to the supervisor (pp. 416-417).

Danley and Burch (1980) developed the Supervisory Role Proficiency Self-Assessment. Ten supervisory roles are identified and are the basis of this self-evaluation. The supervisor assigns a degree of capability from 1 to 5 for each characteristic or task. The time spent in each of the ten roles is used as a "weighting factor" and a "role proficiency score" is calculated for each role. The user analyzes the "role proficiency score" and decides if it is adequate. The authors suggest that the instructional leader use the instrument "as a diagnostic-prescriptive tool for enhancing the quality of personal performance" (p.97). The professional should be able to better allocate time and "direct self-improvement activities toward those areas in which there are some limitations" (p.97).

The ten roles identified by Danley and Burch are: Host-Ceremonial, Formal Communicator, External Contacts, Informational and Dissemination, Resource Allocator, Training and Development, Observation and Evaluation, Motivation, Crisis Management, Maintenance. Only three of these roles relate to instructional supervision because they involve working directly with teachers: Observation and Evaluation, Motivation, and Crisis

Management. All of the other roles describe administrative tasks of the supervisor.

Herman (1978) presents an outline of questions for the administrator to read and react to in order to prepare for an evaluative conference with his or her supervisor. The outline includes administrative functions and is not limited to only those involved in instructional supervision. Some questions request a listing of strengths and weaknesses of other administrators with whom the person works. Only Question 6 focuses on the area of instruction:

6. In the area of instruction, I have:
 - a. Visited classrooms - For what purposes?
What did I gain?
How did my visits help teachers and kids?
 - b. I have studied the following instructional innovations this year:
 - c. I have made education in West Bloomfield better this year doing the following things with my staff:
 - d. I feel I have made the following contributions to a districtwide approach this year: (p.40).

Question 5 in Herman's self-assessment discusses communications with teachers, but also includes nonprofessional staff, students, other administrators, lay people, and the Board of Education and thus includes more than instructional supervision.

Self-evaluation of administrative and specialist positions is addressed by Olds (1973). He suggests that the Self-Assessment Instrument(SAI) for teachers be adapted for the administrator or that the administrator construct his or her own SAI beginning rather

simply and expanding it each year. He directs the administrator to "a job description to provide the source for identifying major job roles of the administrator, supervisor, counselor, or other specialist" (p.37).

Harris (1982) has designed an elaborate procedure for self-assessment of instructional supervisors. Nine task areas are identified: Curriculum Development, Providing Materials, Providing Staff for Instruction, Organizing for Instruction, Relating Special Pupil Services, Arranging for Inservice Education, Developing Public Relations, Providing Facilities for Instruction, and Evaluating Instruction. Harris cautions us that these task areas "should not be regarded as a comprehensive, or all inclusive set" (p.13).

Harris (1982) states that he has omitted many non-instructional tasks and that "administrative tasks of great importance are omitted because of their non-instructional character" (p.6). Only two of the task areas meet the criterion of supervisors' activities that improve classroom and school practices by working directly with teachers. Arranging for Inservice Education and Evaluating Instruction are both clearly instructional tasks.

Four phases are involved in Harris' self-assessment process. Phase I uses Instrument I and produces self-perceptions relating to tasks and competencies in the supervision of instruction; Phase II consists of a description of the supervisor's performance by four individuals - client, superordinate, coordinate, and self. Phase III uses Instrument III and further analysis determines specific

competencies that need work and prioritizes them. Growth Planning and Implementation make up Phase IV.

The Developmental Supervisory Competency Assessment System (DeSCAS) by Harris (1982) is "intended for voluntary use by individual supervisors interested in professional self-improvement" (p. 1). However, because of its length (88 pages) it would be safe to assume that it involves a substantial commitment of time and persistence on the part of the instructional supervisor.

Lovell and Wiles (1983) include "Self-Evaluation Procedures for Supervisors" in their work to aide in the self-evaluation process. Two phases are suggested for constant examination:

How well do they [supervisors] manage their activities?
What are the results they achieve?

They list "significant questions" for supervisors to ask themselves in each of these phases. For example, two questions given are: "Do I get upset when my plans do not go as hoped?" and "Are staff meetings more faculty directed?"

Validity of the Self-Report

No studies comparing self-evaluation of instructional supervisors and their supervisees' evaluations were located. However comparisons were found between students' evaluations and teachers' self-evaluations to measure the effectiveness of self-evaluations.

There are some similarities between the relationship of teacher to student and supervisor to supervisee. The relationship between

teachers and students is a subordinate - superior one which is the traditional relationship of an instructional supervisor and supervisee. Also, the student and supervisee are closely involved in the activity being evaluated and benefit from it. The student is involved in the teaching activity; the supervisee is involved in the process of instructional supervision.

Marsh, Overall, and Kesler (1979) collected student evaluations from 207 undergraduate courses taught at the University of California in the Spring 1976 semester; the faculty teaching these courses were asked to evaluate their own teaching effectiveness. Considerable agreement in the student and self-ratings was found. Instructors indicated which section was more effectively taught; student ratings were higher for those the instructor indicated. "In fact, student evaluations differentiated between courses in which faculty indicated that their teaching was most effective and least effective more accurately than did the faculty self-evaluations of their own teaching" (p. 158). Through factor analyses it was found that similar dimensions underlay both student and faculty evaluations and mean differences between student and faculty ratings were small indicating that the two groups agreed upon the behaviors most descriptive of the faculty. "The findings reaffirm the validity of student evaluations [and] suggest the possible usefulness of faculty self-evaluations..." (p. 149).

Webb and Nolan (1955) report a correlation of .62 between student ratings and self ratings of fifty-one teachers in a military setting.

Doyle and Crichton (1978) discuss Centra's findings that self-ratings of instructors were usually higher, sometimes the same, and sometimes lower than student ratings. However, self-ratings and student ratings were similar in patterns of strengths and weaknesses.

Doyle and Crichton (1978) compared student, peer (or colleague) and self ratings and found that although colleagues tended to give the most favorable ratings and students the least favorable, the ratings of all three groups were "fairly similar in mean, range, distribution, and skew" (p. 824).

Research indicates that self-evaluation is sufficiently reliable for its possibilities to be explored for use in the development of professional growth of instructional supervisors.

Summary

The skills, attitudes, and understandings for the effective instructional supervisor have been identified and organized through the author's interpretation of the literature of instructional supervision as well as her experience as an instructional supervisor. The resulting six clusters and twenty-six elements of the supervisory

process are the basis for the Self-Evaluation Instrument for the Professional Growth of Instructional Supervisors found in appendix A. On the following page is the Outline of the Elements of Instructional Supervision for easy reference.

Also discussed in this chapter is self-evaluation: its validity, its role in professional growth, and the part it plays in formative evaluation. In addition self-evaluation instruments currently available for instructional supervisors are reviewed.

OUTLINE OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data
2. Analysis of data
3. Observation of teaching
4. Sex and race bias

CONFERENCING WITH TEACHERS

5. Conferencing skills
6. Identifying strategies for the improvement of teaching
7. Teacher's evaluation of the conference
8. Process of evaluation
9. Feedback skills

CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives
11. Instructional implementation
12. Instructional evaluation

COMMUNICATION

13. Definition and scope of communication
14. Listening skills
15. Non-verbal communication
16. Conflict resolution

LEADERSHIP

17. Leadership behavior
18. Supervisory orientation
19. Process of change
20. Effective group skills
21. The school as an organization
22. Setting goals
23. Climate of the school

HUMAN RESOURCES

24. Human potential
25. Teacher autonomy
26. Staff development

CHAPTER III

METHODOLOGY

Selection of Supervisors

Target Population

Using the Table of Random Numbers in Blalock (1972) five states (Alabama, Georgia, Mississippi, North Carolina, and Virginia) were selected from the eleven states represented in Proceedings: A Publication of the Southern Association of Colleges and Schools which identifies accredited elementary and secondary schools in the Southeast. The southeastern region was selected because the researcher is an instructional supervisor in that area and five states were selected from the eleven in the association to focus the study within fewer state school systems.

The elementary schools in these states were divided into three groups according to the population of the area in which they were located using the Rand McNally 1983 Commercial Atlas and Marketing Guide (114th edition):

- 1) Large areas with 100,000 or over population
- 2) Medium areas with a population from 25,001 to 99,999 and
- 3) Small areas with a population of 25,000 or less.

In each state eight schools were selected from each of the three population areas using the Table of Random Numbers. In Mississippi the Jackson Municipal Separate School District was excluded because

the researcher is employed by them.

A total of 112 letters were sent to the principals of the randomly selected elementary schools inviting them to participate. Twenty-four letters were sent to each state except Mississippi where sixteen schools were selected from the medium and small areas because the only school district in an area of 100,000 or more population in Mississippi is the Jackson Municipal Separate School District which was not included in the study.

The 112 principals of the randomly selected elementary schools were 67% male, 31% female and 2% sex unknown. Forty-one principals (37%) returned negative replies and 15 principals (13%) agreed to participate. Fifty-six principals (50%) failed to reply.

Participants

Fifteen principals agreed to participate and responded to the Preliminary Questionnaire. Two principals returned the Self-Evaluation Instrument without completing it explaining that they could not honor their original commitment. One principal did not return the completed Self-Evaluation and Analysis Sheet although she had agreed to participate. One person who agreed to participate returned the questionnaire after the January Self-Evaluations and Supervisor Evaluations had been completed. There was not enough time in the school year for him to complete the self-evaluation and

supervisor evaluation twice. Out of the fifteen principals who agreed to participate eleven completed the study.

Eight of the fifteen principals who originally agreed to participate were women and seven were men. Six were principals in large cities, 5 in medium cities, and 4 in small cities. All had been teachers before becoming supervisors. Two were principals or instructional supervisors for 3 years or less; four were in that position for 4 to 9 years; and nine of those who agreed to participate were principals for 10 years or more. The eleven principals who participated in the study supervised staffs that ranged from the smallest which was 6 teachers to the largest staff of 80 teachers.

Self-Evaluation Instrument for Instructional Supervisors

Description

The focus for the design of the instrument is instructional supervision as defined by Glickman (1981) in Chapter I: "a subset of educational supervision, a process for improving classroom and school practices by working directly with teachers" (p. 6). (Italics mine.) Only those areas in which principals work directly with teachers are included.

As described in Chapter II the skills, understandings, and attitudes necessary for an effective instructional supervisor are identified in the literature using, for the most part, those materials written since 1975. After insuring completeness and

eliminating duplication this researcher identified twenty-six elements and clustered them into six areas:

1. Observation and Analysis of Teaching
2. Conferencing with Teachers
3. Curriculum Implementation: Instruction
4. Communication
5. Leadership
6. Human Resources

The Self-Evaluation Instrument was designed to facilitate learning that produces a change in behavior. The understandings, attitudes, and skills of the effective instructional supervisor are identified. Essential for competent supervision are the knowledge and skills adequate for accomplishing specific outcomes, in addition to the belief that the outcomes are important. Thinking, believing, and doing are embodied in the Elements of the Supervisory Process. The Self-Evaluation Instrument organizes the information and gives supervisors a means to describe and analyze their work in the process of designing plans to change (improve) their performance.

The complete Self-Evaluation Instrument includes the following components and is found in appendix A:

1. Self-Evaluation for Instructional Supervisors
2. Analysis Sheet
3. Outline of Elements of the Supervisory Process
4. Bibliography of Resources for Supervisors
5. Supervisor Evaluation
6. Interpreting the Data

The Self-Evaluation Instrument is used independently and is designed to be practical and functional. The Self-Evaluation and Analysis Sheet can be completed in approximately twenty to thirty minutes. The supervisor selects one of five responses to describe

his or her behavior on each of the 26 elements of instructional supervision. Following are the responses and their descriptions from the Self-Evaluation:

VW - "Very Well"	I do this very well.
FW - "Fairly Well"	I do this fairly well.
NI - "Not Important"	This is not important to me.
B - "Better"	I could do this better.
MB - "Much Better"	I could do this much better.

On the Analysis Sheet the instructional supervisor identifies weak areas and writes a plan with specific steps he or she will take to improve those areas. The Steps to Analyze Your Supervision found in the Self-Evaluation Instrument is a guide for the supervisor to use in completing the plan; a sample plan is found on the Analysis Sheet. The instructional supervisor writes a plan of improvement on the Analysis Sheet because learning is the discovery of meaning and these meanings must be discovered by the learner (Combs, 1971, p. 91). Supervisors make decisions about their individual needs and use their own experiences and information to formulate plans to meet those needs.

The numbered items on the Self-Evaluation correspond to the elements of the supervisory process on the Outline of Elements of the Supervisory Process and to the Bibliography of Resources for Supervisors. The supervisor can readily identify and describe strengths and weaknesses and then find appropriate resources to provide needed information.

To learn, attention is focused on growth and changes to be made and not on preserving the status quo. The Self-Evaluation Instrument

has a non-threatening style so supervisors will feel comfortable using it and concentrating on changing or improving behavior.

The Self-Evaluation Instrument is printed on three-hole paper so it can be kept in a binder as a permanent resource for the instructional supervisor. Supervisors can make it uniquely their own by adding personal notes, pertinent information, assessment of several Analysis Sheets over a long period of time, articles, and any other material they find beneficial.

In the Bibliography of Resources for Supervisors all of the elements of the supervisory process are described, a brief Outline of Elements is included for clarity and efficiency and resources are identified for the supervisor to use to improve weak areas and support strengths. However, the resources are not considered to be inclusive and supervisors can add any they think are useful to them. The resources were selected because they deal specifically with a topic, are current, easy to locate, and often include bibliographies for further study.

The Supervisor Evaluation is given to supervisees to assess the performance of their supervisor. Except for minor changes to make it suitable for use with supervisees it is identical to the Self-Evaluation for supervisors. Like the Self-Evaluation the numbered items correspond to the Outline of Elements of the Supervisory Process.

Interpreting the Data gives the supervisor guidance in analyzing

the results of the Supervisor Evaluations completed by the supervisees.

Critique

The Self-Evaluation Instrument was critiqued by three university professors, three instructional supervisors, and two elementary teachers before being sent to the participants in the study. The three supervisors included 1 black female, one white female, and one white male. One currently supervises an elementary school; one supervises a secondary school; and one is the instructional director of a school for talented and gifted students. The two teachers who critiqued the material are both female (one black and one white); one teaches at the kindergarten level and one at the upper elementary level.

Those critiquing the instrument were asked for any comments, suggestions, concerns, and ideas they might have. Supervisors were asked to consider if they would find such an instrument useful in their work as an instructional supervisor. Teachers were asked if they would like their principal to use this instrument and why or why not. They were asked if they would get the help they needed as a teacher if their instructional supervisor were effectively using this instrument and what was important to teachers in it. All of those critiquing the instrument were asked what elements of the supervisory process should be deleted or added; if it was comprehensive; if the format was easy to use; what they liked and didn't like.

Comments from teachers. Both teachers who critiqued the original instrument agreed that they would like their principal to use the Self-Evaluation Instrument and thought it would be effective in helping teachers grow professionally. The "Climate of the School" element on the Self-Evaluation was re-worded in order to make its meaning clearer because one teacher suggested it. An idea requested by a teacher and included in the description of the "Staff Development" element was the fact that teachers learn by sharing with each other and opportunities for this sharing should be made available frequently. None of the elements were deleted and no additional items were suggested.

According to the teachers the Self-Evaluation Instrument would be useful for a supervisor. "A person could go as far [in their professional development] as they wanted to with it." "This is like a self-study course for supervisors. I am looking towards being a supervisor and I want a copy of this instrument. It is sequenced, complete, and logical." The rating scale on the Self-Evaluation was pointed out as being effective by one teacher. One teacher particularly appreciated that the resources in the Communication Cluster include verbal communication skills as well as listening and non-verbal skills.

Comments from supervisors. The grouping of elements, resources, and description was found to be helpful. One supervisor pointed out that the variety and number of resources found in the Self-Evaluation

Instrument was important. All three found it adequate and no additional items were suggested nor were any deleted although one supervisor wanted the frequency of classroom observations to be discussed in the resources. This researcher decided against including that because there is no specific number of observations suggested as the optimum. The focus on observations is not on how many, but on the quality and what is being accomplished through them. At one point a principal may observe a teacher weekly and at another time every six weeks depending on the work the teacher is doing.

Following are comments from the supervisors: "My over-all impression is that it will be helpful." "Can't tell you how useful it is." "You have devised an excellent evaluation instrument." "I am impressed with the comprehensiveness of the work and can certainly see how the instrument et al. will be most helpful to me in my role as an instructional supervisor."

One of the supervisors who critiqued the instrument asked that a plan be included for all elements similar to the one given for Element 5 as an example on the Analysis Sheet. She wrote that "suggestions [should be included] for each area of things the supervisor could do to improve her/his skills besides read. The examples you gave on the analysis sheet for conferencing skills were very good." This suggestion was not followed because it eliminates a vital aspect of the self-evaluation which is the opportunity for the supervisor to learn - to discover new meanings. For new meanings to be discovered the learner must do something rather than have

something done for him or her. The Analysis Sheet in the Self-Evaluation Instrument is designed for such participation and provides maximum flexibility for adjusting to individual needs, wide possibilities of choices, and the freedom to explore a variety of ideas in order to afford the greatest opportunities for real learning rather than merely awareness.

Comments from professors. Suggestions were made for clarity and several items were re-worded for better understanding. No elements were added or deleted.

To prevent misunderstanding of the element, "Conflict Resolution", it was recommended that the description for the element clearly state that differing opinions and viewpoints are acceptable and an atmosphere where a healthy exchange of a variety of ideas is encouraged. The researcher followed this suggestion because such attitudes are essential in developing a supervisor-teacher relationship for effective instructional supervision. Despite a situation where there might be concern for job security on the part of the teacher and a history of a superior and subordinate relationship on the part of the supervisor the importance of developing a collegial, trusting relationship cannot be overemphasized.

Collection of Data

Preliminary Questionnaire

The Preliminary Questionnaire was sent with the letter inviting the principal to participate in the study. If the principal agreed to participate, he or she completed and returned the questionnaire. If the principal was not interested in participating in the study a negative reply was checked and the questionnaire was returned without being completed. Fourteen principals completed the questionnaire and agreed to participate.* However, only eleven of the fourteen actually participated in the entire study and those eleven Preliminary Questionnaires were tabulated (see appendix C, table 6).

Self-Evaluation and Analysis Sheet

The Self-Evaluation Instrument was mailed to the 14 principals who had agreed to participate in the study during the 1983-1984 academic year. The principals were asked to complete and return to the researcher the Self-Evaluation and the Analysis Sheet which indicated their plans for the improvements they would make in their supervisory behavior. The supervisors were identified by a code number on the Self-Evaluation and Analysis Sheet, not by name or school.

* One additional principal sent in a completed questionnaire after the first self-evaluation had been completed and therefore, was not included in the study.

Two principals returned the materials with an apology saying that circumstances had changed for them and they would not be able to participate; one principal did not send back either the self-evaluation or the supervisor evaluations and did not respond to a follow-up letter.

Eight supervisors completed the Analysis Sheet. Two did not return it and one returned it uncompleted. The supervisor who did not complete it did not have any ratings of "Better" or "Much Better" on the Self-Evaluation; since the directions stated to write a plan for those items only she did not select other items to improve.

The self-evaluation was completed by the eleven participants a second time four months later to indicate any changes that had taken place.

Points were assigned to the five responses used by the supervisors on both the January and May Self-Evaluation as follows:

VW - "Very Well" = 5 points
FW - "Fairly Well" = 4 points
B - "Better" = 3 points
MB - "Much Better" = 2 points
NI - "Not Important" = 1 points

All the points for the self-evaluations from all of the supervisors were totaled in January and in May and an average score was computed for the self-evaluations each time (see table 4, p. 131).

Supervisor Evaluations

In order to avoid confusion it is necessary to clearly understand the following:

The Supervisor Evaluation is the evaluation included in the Self-Evaluation Instrument which teachers use to evaluate their principal.

The Self-Evaluation is the evaluation included in the Self-Evaluation Instrument which principals use to evaluate their own performance.

Both can be found in appendix A in the Self-Evaluation Instrument for Instructional Supervisors.

The Supervisor Evaluation and The Description of the Elements of Instructional Supervision (see appendix B) were sent in January and again in May to the participants. These were to be distributed by the principals to the 375 teachers who are the supervisees of the participants in the study. The teachers were asked by letter (see appendix B) to complete an evaluation of the principal's performance as an instructional supervisor and return it directly to the researcher. Only the school code number was used to identify the evaluations by the supervisees. The Description of Elements was sent with the evaluations to clarify questions the supervisees might have on items on the Supervisor Evaluation.

Schools where less than 50% of the staff returned the Supervisor Evaluations were contacted through a follow-up letter and phone call to the principal in January and May to encourage more participation.

The responses from the supervisor evaluations were tabulated for each school showing the kind of response and its frequency for each

question. An individual summary of the supervisor evaluations by the teachers on their staff was sent to each participant (see appendix C).

Responses from the supervisees were tabulated by assigning the same point values to their responses as those assigned to the self-evaluations. Any response other than the five prescribed ones such as a question mark, blank, or N/A was given a zero.

Points from the evaluations by teachers were totaled for each supervisor in both January and in May. The supervisor's total was divided by the number of teachers from his or her staff who responded. This numerical value for the supervisor evaluations by teachers can be found in table 4 on page 131. In addition, an average score of all of the evaluations of the eleven supervisors was then computed. Both the individual school score and the composite score for the supervisor evaluations can be compared to the numerical value of individual self-evaluations and to the average of all of the self-evaluations of the supervisors (see table 4, p. 131).

Comparison of Self-Evaluations and Supervisor Evaluations

In addition to the individual totals and composite averages described above another method was used to assess how similar and dissimilar the self-evaluations and the supervisor evaluations are.

In order to compare the aggregate evaluations by the teachers with the single self-evaluation by the supervisor, a scoring system was devised. To arrive at a numerical value for each question on the

self-evaluation points were assigned to the response for each question as discussed above. To arrive at a numerical value for each question on each supervisor evaluation the following formula was used for each type of response (VW, FW, NI, B, MB) for each of the twenty-six items:

$$\frac{\text{number of responses}}{\text{number of evaluations}} \times \text{point value of response}$$

The scores for each type of response were then added together to compute the score for each of the twenty-six items on the supervisor evaluation for each participant. This number was compared to the point value of the response of the principal on the self-evaluation. The numerical comparisons for all of the participants are found in appendix C, tables 14 and 15.

Final Questionnaire

The eleven principals participating in the study completed a Final Questionnaire (see appendix C) at the same time as the second self-evaluation. Four of the eleven did not complete Part II and received a follow-up letter which included the option of returning an enclosed card to arrange a phone call if they preferred to answer the questionnaire over the phone. One replied with the questionnaire completed; the other three did not reply. These three principals (Coded: BL111, CS201, and DM12) were telephoned and asked why they did not complete Part II of the Final Questionnaire.

All eleven principals completed Part I of the Final Questionnaire; eight completed Part II and 4 made comments or deleted items in Part III.

Summary

In this chapter the methods for the selection of participants and for the collection of data are discussed. The Self-Evaluation Instrument for Instructional Supervisors is described. Chapter IV will discuss and analyze the data.

C H A P T E R I V
DISCUSSION AND ANALYSIS OF DATA

Introduction

Chapter II provides the background to design the Self-Evaluation Instrument for Instructional Supervisors. Chapter II also demonstrates that the information needed for instructional supervisors to continually improve their performance is readily available in the literature; moreover, different fields of study have contributed to it.

However, this information must be ordered and put into a format that is usable for the practitioner. The Self-Evaluation Instrument described in Chapter III and found in appendix A organizes current theory in a form that principals and other instructional supervisors can easily use. It identifies the understandings, attitudes and competencies for an effective instructional supervisor as well as the written resources for supervisors to use in improving their work. Also, it provides a systematized method for continual assessment through developing plans for improvement, implementing them, and then re-assessing.

This Chapter discusses the data collected in order to examine the effectiveness of self-evaluation as professional growth for instructional supervisors. It is a search for the supervisors'

perception of the process of self-evaluation for an instructional supervisor.

Some of the most important things about supervision cannot be expressed in literal, numerical language. The purpose here is to determine the meaning for the participants rather than describe relationships among variables in behavior as observed by nonparticipants. Supervision is a messy process: it deals with the quality of interaction with teachers in both formal and informal settings, the perceptions that supervisors and supervisees have about those interactions and about the supervisory process which has an unpredictable and ever-changing quality. Messy processes often get neglected in the penchant for precision.

This work does not attempt to be a statistical analysis, but is rather a description and analysis of a limited number of responses in order to indicate patterns or trends. Rather than focusing on numerical data this researcher is interested in the meaning behind the data. The researcher presents the collected data and selects issues considered meaningful from those data to discuss.

Preliminary Questionnaire

A summary of all of the responses on the Preliminary Questionnaires from the eleven principals who participated in the study is included in appendix C, table 6.

The following four issues emerged from the preliminary questionnaire. The first three, the teaching experience of the principals who are participants in the study, the number of staff they supervise and their gender are not crucial to the study; but they are of interest to the researcher and might have implications for further research. The fourth issue, desire for improvement on the part of some supervisors is more important to this study.

Teaching Experience

Each of the participants taught before becoming a principal. Two taught less than three years, 6 taught four to nine years and 3 taught ten or more years. It is a general rule that principals come from the ranks of teachers; yet teaching and instructional supervision employ somewhat different skills. Effective teachers are often rewarded by being taken out of the classroom which is not only a loss to the students and the instructional program, but in addition, communicates the notion that teaching is unimportant because promotion means moving out of the classroom. In addition, it has been found that even though supervisors have taught they lose the perspective of teachers after they become principals.

Number of Teachers Supervised

The number of teachers supervised by the participants varied from 6 to 80: 3 supervised twenty-five or fewer teachers, 3 supervised twenty-six to thirty-five teachers, 4 supervised

thirty-six to forty-five and 1 supervised forty-five or more. There is a tremendous difference in the expectations placed upon the instructional supervisor who has 6 teachers to supervise and the one who has 80 on the staff. Yet both those supervisors are expected to be equally effective. More than 35 teachers could be considered too large a staff for the kind of supervision described in this study, yet 5 out of the 11 participants supervised more than 35 teachers. Theory and practice are at odds. Practitioners are provided with information on how to effectively supervise, but supervisors are put into positions where it is impossible to accomplish it.

On the January supervisor evaluations, of the four principals who supervise over 35 teachers three are among the four participants with the highest percentage of responses in the weak categories: "Not Important"; "Better"; "Much Better"; and "other" which includes responses other than the five prescribed on the supervisor evaluation. In May, three of the five principals with the highest percentage of responses in the weak categories supervised more than 35 teachers.

One instructional supervisor (coded DM18) supervises 80 teachers and in January had the highest percentage of responses on the supervisor evaluation in the weak categories. The greatest number of these responses occurred in cluster 1, "Observation and Analysis of Teaching" and cluster 2, "Curriculum". Both of these clusters incorporate elements that would be impossible to accomplish supervising 80 teachers. There simply are not enough hours in a week

to observe in classrooms as frequently as needed and work on classroom objectives, activities, and evaluation with eighty teachers.

Gender

The percentage of female principals of those who agreed to participate is higher than the percentage of female principals in the random sample. Out of the 112 randomly selected principals 75 (67%) are male, 35 (31%) are female and the gender is unknown for 2%. The percentages of male and female principals who agreed to participate in the study are 53% male and 47% female.

This could mean that female principals are more responsive to a proffer of help to improve or that women who are principals are more apt to feel that they need help. Perhaps these principals are simply more willing to help a researcher who also happens to be a woman or maybe female principals find it difficult to refuse a request. These are all speculations which invite future research.

The state with the highest percentage of women principals in this study's random sample is Mississippi with 75% women. North Carolina has a low of 8.3% female principals in the random sample for this study.

As a means of comparison, the United States Equal Opportunity Employment Commission cites the total number of elementary and secondary school principals in the United States in 1979 as 67,262 of whom 57,325 or 85% are male and 9,937 or 15% are female. This is one

half the percentage of women in the random sample for this study.

Some possible explanations for this would be that there is a greater percentage of female principals in the Southeastern Region of the United States or that more female principals have been appointed during the last six years than were being appointed prior to 1979.

Supervisors' Desire to Improve

An aspect of the Preliminary Questionnaire that is important to the study is the indication that supervisors want to improve. In the letter inviting principals to participate the responsibilities of those taking part in this study are delineated so the supervisors who agreed would know clearly what was expected of them (see appendix B). In the same letter it was suggested that the supervisors would gain professionally from the experience. Participation in the study required the participants to complete several different tasks and be involved over the period of four months in addition to their normal duties as principal. Yet in spite of the unusual burden 13% initially agreed to participate and 10% of those invited actually did participate. Although no explanation was requested and no space provided for a comment with a negative reply, 28% of those who returned the Preliminary Questionnaire declining to participate made some type of comment saying they wished they could participate. Seven of the eleven reasons given for declining referred to lack of time. Undoubtedly, the desire to improve provided at least some of the motivation for the supervisors to undertake the study.

Self-Evaluations

The responses of "Very Well", "Fairly Well", "Not Important", "Better", and "Much Better" described in this section refer to the Self-Evaluation; note that "Better" means the supervisor could do better on that element and "Much Better" means the supervisor could do much better.

Summary of Responses

All of the participants' self-evaluations are recorded on the individual summaries sent to each principal (see appendix C). In May there were more "Very Well" responses than there were in January, about the same "Fairly Well" and "Not Important" responses, and fewer "Better" and "Much Better" responses (see table 1). Perhaps that

TABLE 1

FREQUENCY OF KINDS OF RESPONSES AND PERCENTAGE OF TOTAL RESPONSES
ON SELF-EVALUATIONS OF INSTRUCTIONAL SUPERVISORS

Response on Self-Evaluation	January		May	
	Number of Responses	Percent of Total	Number of Responses	Percent of Total
Very Well	78	27.2%	105	36.7%
Fairly Well	143	50%	144	50.3%
Not Important	6	2%	5	1.7%
Could Do Better	54	18.8%	30	10.4%
Could Do Much Better	5	1.7%	2	.6%

indicates professional improvement in the supervisors' performance or perhaps it is simply more awareness on the part of the supervisor concerning the elements that are involved in effective supervision. It could suggest improvement or change in behavior that came about through the diligent use of the plan designed on the Analysis Sheet or it could merely be an indication that the supervisor is focusing more attention on his or her performance and noticing behavior that previously was done without thought. "I'm already doing that!" might be the surprised response.

The elements that had the most "Very Well" responses on the self-evaluations in January were 18, 19, and 20; in May elements 1, 19, and 20 had the most (see Outline of Elements, p. 88). All of these elements, except for 1, "Collection of Data" are in the "Leadership" Cluster. The supervisees agreed with the supervisors on elements 19 and 20 which were among those elements with the most "Very Well" responses on the supervisor evaluations in January and May. However, the supervisees disagreed on elements 1 and 18; these elements were not among those with the highest number of "Very Well" responses on the supervisor evaluations.

In January the most "Better" responses on the self-evaluations were tallied for elements 5, 7, 11, 16, 25, and 26; "Much Better" responses were recorded only for elements 7, 12, 25, and 26. In May the highest number of "Better" responses was tallied on 7, 10, 21, and 26; the two "Much Better" responses in May were both on item 7. There was some agreement with the supervisor evaluations. In January

the elements that received the most "Better" responses on the supervisor evaluations were elements 6, 10, 11, 25, and 26; in May elements 10, 24, and 26 received the most. There was little agreement with the "Much Better" responses on the supervisor evaluations. In May elements 10, 13, and 18 received the most "Much Better" responses; in January elements 6, 9, 10, and 18 received the most (see appendix C, tables 7 - 12).

It is important to remember that the self-evaluation describes how the supervisor perceives his or her behavior and is perhaps different from what the behavior actually is. However, because self-evaluation is being used here as means for professional growth through formative evaluation a discrepancy does not matter if, indeed, the supervisor in good faith wishes to improve his or her performance and is willing to commit the necessary time and energy to it. Whether or not self-evaluation agrees with external evaluation, it is a result of self-perception that a person will change.

Real learning - learning which makes a difference and which produces a change in behavior - calls for a deeper, more extensive discovery of meaning. It calls especially for the discovery of the relationship of events to the self, for truly effective learning is a deeply personal matter. (Combs, 1971, p. 91)

The actual rating on the self-evaluation is not as important as the fact that supervisors examine the attitudes, understandings, and skills necessary for effective instructional supervision and simultaneously analyze their own behavior to design a plan of improvement for the needed changes in their supervisory performance.

Analysis Sheet

The Analysis Sheets from the participants ranged from detailed plans with each step identified to a mere listing of the elements that the supervisor would work to improve. The Analysis Sheets of those supervisors who wrote plans had effective suggestions for the improvement sought. One of the concepts behind the Analysis Sheet is that instructional supervisors are capable of identifying areas for improvement and designing plans to improve. In providing a structure for the principal or supervisor to do something i. e. to actively play a role in the learning process, it is hoped that the result will be real learning which Combs (1971) defines as "learning which makes a difference and which produces a change in behavior" (p. 91). The long range goal for which the Self-Evaluation Instrument was designed is to encourage learning that prompts a behavior change and does not simply produce a heightened level of awareness.

The supervisors, with the exception of two, followed the directions for the Analysis Sheet in that all elements that the supervisors identified and wrote plans for were those that had ratings of "Better" or "Much Better" on their January Self-Evaluations. Supervisors DS22 and EL06 rated themselves "Very Well" on element 5, "Conferencing Skills", but included it on their plan. Perhaps there was some confusion because the plan for this element was given as an example. Again we see in some supervisors a desire for improvement by observing the care and detail with which they completed the Analysis Sheets.

Supervisors selected elements which they considered weak and wrote a plan of improvement for each of those elements. The elements they selected were, in some instances, those their supervisees considered weak on the supervisor evaluations. Some agreement is found between the supervisor evaluations and the elements selected by the supervisors for improvement in seven out of the eight plans written by the supervisors. By agreement is meant that at least one of the elements included in a supervisor's plan was one that some teachers on their staff indicated needed improvement. This need for improvement was indicated by the teachers responding with a fewer number of "Very Well" responses or a higher number of responses in the weak categories.

The supervisors included from one to seven elements in their plans: five supervisors had 3 elements in their plans; one supervisor had 4 elements; one had 7 and one had 1 element.

Three elements can be a realistic number for a supervisor to include in a plan; seven seems overly ambitious. One element with a well-thought-out plan could be sufficient. Quantity is not the objective, but the change of behavior prompted by working on the plan continuously over a specified period of time is.

Critiques

The teachers and supervisors who critiqued the instrument were enthusiastic about it. It is worth noting their comments in Chapter III to understand their interest in the Self-Evaluation Instrument as

a guide for professional improvement (see pp. 96-98). Specifically mentioned by one supervisor is the usefulness of the variety and number of resources. One senses that these supervisors are looking for ways to help them improve while in the job setting.

Supervisor Evaluations by Teachers

Number Returned

The percentage of supervisor evaluations returned from each school varied from 41% to 100% of the staff in January and from 14% to 85% in May. Overall, 58% of the supervisor evaluations sent to the teachers at all eleven schools were returned in January and 48% were returned in May. According to Abrahamson (1983) the expected reply rate to a mail questionnaire with one contact is approximately 46% (p. 329). Three supervisors' staffs returned exactly the same number in both January and May; one staff returned more in May; and the remaining 7 returned fewer (see table 2).

Summary of Responses

To understand the information provided by the teachers on the supervisor evaluations their responses will be looked at from three different perspectives: the average number of points for each supervisor from his or her staff, the percentage of certain responses in the total number from all eleven schools, and the total number of

TABLE 2
NUMBER AND PERCENTAGE OF SUPERVISOR

Principal Code Number	Number of Teachers Supervised	EVALUATIONS RETURNED		Percentage of Evaluations Returned	
		Number of Evaluations Returned Jan	May	Jan	May
BL111	13	11	11	85%	85%
BM208	27	16	15	59%	56%
CM62	6	6	4	100%	67%
CS201	34	20	19	59%	56%
DL44	44	30	27	68%	61%
DM12	25	14	14	56%	56%
DM18	80	34	11	43%	14%
DM26	37	29	29	78%	78%
DS22	43	20	27	47%	63%
EL06	27	11	10	41%	37%
ES28	39	25	14	64%	36%
TOTALS	375	216	181	58%	48%

each type of response within a cluster to identify elements that are considered particularly strong or weak by the supervisees.

Numerical average. The average of the total of all the supervisor evaluations was slightly higher in May and was higher than the average of all the self-evaluations in both January and May.

The average of the supervisor evaluations for individual supervisors was lower in May than in January for eight principals and higher for three (see table 4, p. 131). Of the three supervisors who received a higher evaluation from their staff in May one was higher by one point and one was higher by two points. The third was higher by 28 points and appears to be invalid. It will be discussed in another part of this chapter.

Percentage of responses. The percentage of "Very Well" responses on the supervisor evaluations was lower in May; the percentage of "Better" was about the same; and "Fairly Well" and "Much Better" responses were higher (see table 3). There was a slight decrease in the percentage of "Not Important" and "other" responses.

At first this could indicate that the supervisors were performing less effectively in May than in January. However, it could also mean that the teachers were becoming more aware of effective supervisory behavior and perhaps, more discriminating in their assessment of their principal. Possibly, the teachers were becoming more conscious of the supervisory process and more attentive

TABLE 3
 FREQUENCY OF KINDS OF RESPONSES AND PERCENTAGE OF
 TOTAL RESPONSES ON SUPERVISOR EVALUATIONS

Response	January		May	
	Number of Responses	Percent of Total	Number of Responses	Percent of Total
Very Well	3130	55.7%	2574	54.6%
Fairly Well	1547	27.5%	1394	29.6%
Not Important	151	2.6%	87	1.8%
Could Do Better	495	8.8%	419	8.9%
Could Do Much Better	164	2.9%	158	3.3%
Other	19	2.2%	74	1.5%

to the behavior of their instructional supervisor and therefore, were less likely to respond with a "Very Well" and more likely to respond with a "Much Better" or a "Fairly Well".

Number of each type of response. An examination of the number of each type of response for each item in a cluster on all of the supervisor evaluations reveals a pattern of strengths and weaknesses.

Teachers generally evidenced weaknesses in their supervisors in the "Curriculum Implementation: Instruction" Cluster. Working with teachers on planning, implementing, and evaluating classroom activities is an extremely important function of the instructional supervisor because it is so closely linked with the improvement of

classroom instruction. Yet in January all three items in this cluster were among the four elements receiving the fewest number of "Very Well" responses. In addition these three elements received some of the highest numbers of "Not Important", "Better" and "other" responses. In May this cluster again received fewer "Very Well" responses than most other elements and more "Not Important" responses. In May the number of "Better" and "Much Better" responses still numbered in the highest quartile of frequency of responses on element 10, "Instructional Objectives", but dropped into the second highest quartile for elements 11 and 12, "Instructional Implementation" and "Instructional Evaluation" (see appendix C, tables 9-12).

Another weak area identified by the supervisees is element 6, "Identifying Strategies for the Improvement of Teaching" which is also strongly related to improvement of instruction in the classroom. After observation and analysis of the curriculum in the classroom the supervisor directs the teacher to resources and methods to improve instruction. In January this element received the second lowest number of "Very Well" ratings and the highest number of "Better" and "Much Better" responses of any other element. In May this element again received the second lowest number of "Very Well" responses while the number of "Not Important", "Better" and "Much Better" responses were all in the highest quartile. Teachers did not think that they were getting the help they needed to design new strategies for the improvement of teaching.

Two elements in the "Human Resources" Cluster, "Teacher Autonomy" and "Staff Development" showed weaknesses. In January the number of "Very Well" responses for both elements was in the lowest quartile while both had two of the highest frequencies of "Better" ratings. In May "Very Well" responses to element 25, "Teacher Autonomy" were in the second lowest quartile, and still in the lowest quartile for element 26. For element 25 the frequency of "Better" rating was in the second highest quartile; however, element 26, "Staff Development" had the second highest number of "Better" ratings (see appendix C, tables 9-12). Although a strong staff development program is considered essential, these teachers did not think that their needs were being met by the staff development program in their schools. Although teacher autonomy can be an effective motivator these supervisees did not feel that it was being encouraged in their staff. The lack of development of teacher independence could be due to the traditional belief that the supervisor is superior and must "control" the supervisee who is subordinate. Developing a collegial relationship among teachers and principal, particularly when there are no role models, is a complex and difficult task for which success does not come quickly or easily. However, its difficulty does not minimize its importance in effective instructional supervision.

In January the highest number of "Very Well" responses was given to element 8, "Process of Evaluation" which also received the fewest number of "Better" responses. The next highest number of "Very Well" responses were given to elements 13 and 14 in the "Communication"

cluster: "Definition and Scope of Communication" and "Listening Skills". The supervisees were not distressed about the communication skills of their principal and thought he or she was successfully evaluating them.

In May elements 5, "Conferencing Skills" and 8, "Process of Evaluation" received the highest number of "Very Well" responses; elements 3, "Observation of Teaching" and 19, "Process of Change" the next highest number of "Very Well" responses.

Although there were five choices for responses given to teachers many replied with another kind of response. Some teachers wrote in "Not Applicable", used a question mark, or left some items blank. In the January supervisor evaluation the highest number of such responses, identified as "other", occurs in clusters 1 and 3, "Observation and Analysis of Teaching" and "Curriculum Implementation: Instruction". In May again the all-important "Curriculum Implementation: Instruction" Cluster as well as elements 2, 4, 6, and 15 ("Analysis of Data", observation of "Sex and Race Bias", "Identifying Teaching Strategies for the Improvement of Teaching", and "Non-verbal Communication") were in the highest quartile of "other" responses. Perhaps the teachers wanted to avoid answering these items because they felt uncomfortable responding with a "Better" or "Much Better" or perhaps it reveals a misunderstanding of the supervisory process and these teachers believe that classroom observation and development of the curriculum in the classroom with their instructional supervisor is "not applicable" to them.

Supervisees - as well as supervisors - must understand the supervisory process. In order to participate fully in the process those being supervised must comprehend what constitutes effective supervision. It is necessary that supervisees understand that instructional supervision is supportive of their teaching and continually provides resources when and how teachers need them. With knowledge of the supervisory process teachers learn to expect certain behavior from the supervisor, are better able to use his or her expertise effectively for their professional development, and to work together with the supervisor as a colleague for the benefit of both supervisor and supervisee. Teachers learn to assume an equal share of the responsibility for effective supervisory relationships.

Through such a collegial process a trust is developed that is essential to an effective supervisory relationship. Such trust is based on an understanding by both teacher and principal of the goals of effective supervision and the means to attain them.

A supervisor responding "Not Important" on the self-evaluation clearly indicates that the element is not considered important. On the supervisor evaluation the teacher indicates that the supervisee perceives that certain elements of the supervisory process are not important to the supervisor. An element considered not important to the supervisor is evidence of an inadequate understanding of the supervisory process and will not become a part of the supervisor's repertoire. A teacher responding "Not Important" indicates that the supervisee perceives the element as unimportant to the supervisor

which reveals a less than adequate development of the supervisory process in that setting.

On the supervisor evaluations in January there were 3% "Not Important" responses and in May there were 2%. This was similar to the self-evaluations in which there were 2% and 1.7% in January and May respectively. Although the decrease is only one percentage point it could indicate that certain elements of the supervisory process became more important to some supervisors and this was perceived by their supervisees or perhaps through heightened awareness some supervisors better understood what effective supervision entails and were demonstrating that in their behavior. Also, in May the supervisees could have been more attentive to the actions of the supervisors to cause a change in their perception of the supervisors' behavior.

In January the highest number of "Not Important" responses on the supervisor evaluation were in cluster 1, "Observation and Analysis of Teaching" and cluster 3, "Curriculum Implementation: Instruction". Such activities are at the very heart of the supervisory process and yet some teachers perceive that the principal does not consider these items important. Apparently some supervisors are not working with teachers in these areas, but even more alarming some teachers perceive that their principals do not consider them important.

On the other hand the elements that received from 0 to 2 "Not Important" responses were almost identical in the January and May

evaluations and were found for the most part in the "Communication" and "Leadership" clusters. The teachers rarely considered these elements to be unimportant to the supervisor.

Teachers considered observing "Sex and Race Bias" in the classroom to be unimportant to supervisors. In the January evaluations it had the second highest number of "Not Important" responses and fourth highest number of "other" responses. In May it had the fourth highest number of "Not Important" and the highest number of "other" responses.

Teacher Comments

At least one teacher from every school except one made a comment on the supervisor evaluation. In future revisions of the Self-Evaluation Instrument a space will be provided for Teacher Comments to encourage more teachers to respond. The comments from the teachers revealed a good deal about the supervisory process and ranged from an excited, "He really does!" at the end of an evaluation with all "Very Well" responses to, "He does not do this!" in lieu of a response for element 9, "Feedback Skills".

A sense of a teacher's frustration with the lack of supervision by the principal is evident in the following comment:

I am an itinerant teacher - the principal has never observed in my classroom (even though he has been asked). He has sat in on a few parent conferences but never gave any type of feedback. I really do not feel I am qualified to fill out this questionnaire since the principal and I have not really gotten together.

A Band Director wrote the following comment for elements 6, 10, 11 (see Outline of Elements, p. 88): "Does not apply in my particular situation." The band director does not understand that as a teacher he or she needs the same supervision as a teacher of any other subject. These three elements are at the heart of the improvement of teaching: "Identifying Strategies for the Improvement of Teaching", "Instructional Objectives" and "Instructional Implementation". Yet this teacher did not think that these applied to his or her situation.

Two positive comments were made concerning the principal. However, each had a qualifier that seemed to negate the positive:

We have a rather exceptional principal. She's very strong as an administrator. The only complaint I know of is the amount of unnecessary paperwork we are expected to do and she tends [to] require a lot of work on a deadline without enough preparation time allotted.

In reference to element 9 on meaningful feedback on teaching: "Not much on [arrow pointing to the word teaching] But generally she does this well with our staff."

Many comments were made concerning the "Observation and Analysis of Teaching", "Human Resources" and "Curriculum Implementation: Instruction" Clusters. Elements 10, 11, 12 in the curriculum cluster ("Instructional Objectives", "Instructional Implementation", and "Instructional Evaluation") were frequently mentioned in comments from teachers. Some teachers believe that the instructional supervisor works with a teacher in the area of curriculum only if that teacher is not functioning well and "needs help". One said in reference to element 6, "Identifying Teaching Strategies for the

Improvement of Teaching": "I feel that she has done this for others who have requested it but I have not had the need for this help." In referring to element 10, "Instructional Objectives" another said, "I have never asked, but I feel she would if I needed it". Again the need for supervisees' understanding of the supervisory process is evident. These comments disclose an attitude that is incompatible with effective supervision. The heart of the supervisory process is misunderstood. The purpose of supervision is the professional growth of all teachers, not only those who are weak. Instructional supervision does help improve obvious deficiencies of teachers, but also, it continually helps to hone even exceptional teaching to a finer level of competence.

One teacher commented on the supervisor evaluation: "[He] - does not analyze plans - But he does care - However, he believes as adults we should be responsible. I don't even want him to start this - I do make plans and use them." This teacher fails to understand that supervisors are not questioning adult maturity or responsibility when analyzing lessons plans with teachers, but they are performing supervisory responsibilities. The purpose of effective instructional supervision is not "checking up" on supervisees, but improving instruction. Unfortunately, this teacher does not understand the tremendous support and professional satisfaction that are a result of an effective instructional supervisor skilled in this area.

The skills involved in the "Curriculum Implementation: Instruction" cluster are what Katz (1975) describes as technical

skills and are crucial to the improvement of instruction. Principals have frequently dealt with the curriculum in the classroom by collecting and examining lesson plan books without involving the teacher in the process and perhaps this is what the teacher quoted above is envisioning.

Element 26, "Staff Development", has several comments that evidence an attitude not congruent with effective instructional supervision. One teacher answered "Does not apply"; another said, "done by the county" and another, "He informs teachers of courses offered as credit and staff development". This is a far cry from Sergiovanni and Starratt's (1979) understanding of supervision as staff development. For the effective instructional supervisor staff development is a vital link in the continuing cycle of improved classroom instruction: classroom observation produces valuable data; the conference involves teacher and supervisor analysis; teachers and supervisors identify needs; needs are met through staff development, informal and formal. Staff development is not simply "taking a course" or spending time in sessions that are not closely linked to the supervisory process and the needs of individual teachers, but is a "crucial" part of instructional supervision as Dillon-Peterson (1981) describes it.

Teachers in four different schools said they had never been observed by the principal. One teacher put an asterisk by Items 1, 2, 3, 6, 9, 11, 12, and 26 (see Outline of Elements, p. 88). This teacher commented, "To answer these - you have to have been involved

in being observed and I have not been, by the principal - sorry - Good luck!". An instructional supervisor simply cannot be effective without classroom observation; leadership, communication, and other elements become meaningless without observation of instruction because there is not sufficient understanding of the teacher's work and the teacher's work is in the classroom. Without observation, analysis, feedback there is no place to start and no place to go.

Another teacher said, "Many of these are unobserved in my experience in evaluation I left those blank sorry if that messes up this survey." This teacher left Items 4, 6, 7, 10, 11, 12, 25, 26 blank (see Outline of Elements, p. 88). All but two of these elements are related to the supervisor working with a teacher to improve classroom instruction. However, this particular teacher felt that he or she was not a part of the process these elements describe. Without the active involvement of supervisor and teacher in analyzing objectives, activities, and evaluation and also devising new strategies it appears unlikely that instruction will improve.

Comparison of Self-Evaluations and Supervisor Evaluations

Two methods were used to compare the responses on the self-evaluations and the supervisor evaluations for an understanding of how similar or dissimilar they are. The first method, average scores, gives an over-all or comprehensive view of how the supervisors rated themselves and how their supervisees rated them and

how each of the eleven participants compared to others in the study. The second method, a numerical comparison, shows how the responses of each individual supervisor compare on each of the twenty-six items with the responses of their supervisees.

Average Scores

An average number of points for both the self-evaluations and the supervisor evaluations was computed by assigning a numerical value to the responses. The total number of points for each supervisor was divided by the number of teachers who responded. The totals for all self-evaluations and all supervisor evaluations were averaged and compared.

The supervisors' self-evaluations have a lower average score than the average score of the supervisor evaluations by teachers in both January and May. Between January and May there is an increase in the average number of points for both self-evaluations and supervisor evaluations (see table 4).

Two self-evaluations were 4 and 6 points lower in May; eight were from 2 to 13 points higher and one remained the same. The supervisor evaluations present a different picture. Although the average score is slightly higher in May the individual average scores for eight supervisors went down from 1 to 6 points. Three were higher: one by 2 points, one by 1 point and one, DM18, by 28 points. This 28 point increase appears to be invalid because of the small percentage of the staff who completed supervisor evaluations in May

TABLE 4
 NUMERICAL VALUE OF SELF-EVALUATIONS BY SUPERVISORS AND
 AVERAGE NUMERICAL VALUE FOR SUPERVISOR EVALUATIONS BY TEACHERS

	Self-Evaluation		Supervisor Evaluation		
	January	May	January	May	
BL111	111	123	126	128	
BM208	91	100	114	112	
CM62	108	110	109	103	
CS201	111	124	112	108	
DL44	99	99	120	119	
DM12	97	105	112	113	
DM18	104	116	97	125	
DM26	108	120	102	98	
DS22	112	106	118	113	
EL06	104	106	110	107	
ES28	95	91	108	104	
SELF-EVALUATION AVERAGE SCORE	104	109	SUPERVISOR EVALUATION AVERAGE SCORE	110	111

and the drastic improvement recorded in them.

As a means of comparison in examining table 4 it is helpful to understand that "Very Well" responses on all twenty-six items would give a score of 130, one half "Very Well" responses and one half "Fairly Well" responses would be 117, and all "Better" responses would equal 78.

The numerical value of the Self-Evaluation and the 11 supervisor evaluations is comparable with few extreme differences other than that mentioned above for supervisor DM18 in May.

Numerical Comparison

For a clearer and more specific picture of how the self-evaluations of the supervisors and the supervisor evaluations of the supervisees agree the numerical equivalents for each of the 26 items were compared. A numerical value was assigned to each item on the supervisor's self-evaluation. A number equivalent for each item was computed from all the supervisor evaluations for each principal. The numerical values of the self-evaluation and of the supervisor evaluations were compared for each of the 26 items for each of the eleven participants in both January and May (see appendix C, tables 14 & 15).

A variation of more than 1 was considered to be significant by the researcher because it indicates a meaningful discrepancy. For example, it connotes the difference between a "Very Well" response and a "Better" response which is an important distinction.

The number of items with a variation of more than 1 was tallied for each participant. The number of items with significant variance equaled from 3 to 13 for each supervisor participant in January and from 1 to 14 in May with most supervisors having under seven items that varied significantly. In May there was slightly more agreement (see table 5).

TABLE 5
NUMBER OF SUPERVISORS HAVING ITEMS WITH SIGNIFICANT
DIFFERENCE BETWEEN SELF-EVALUATIONS AND
SUPERVISOR EVALUATIONS

Number of Items Varying More Than +1 or -1	Number of Supervisors in Each Range	
	January	May
1 to 3	1	4
4 to 6	6	6
7 to 10	3	0
Over 10	1	1

In January 22% of the responses of supervisors and supervisees varied more than +1 or -1 and in May there was more agreement with only 19% of the responses falling into that category. The number of items that varied more than one decreased for eight supervisors,

stayed the same for one, and increased for two between January and May.

The supervisors' and supervisees' assessments of the supervisors' effectiveness compared favorably. When the numerical values of supervisors' self-evaluations and the supervisees' evaluations of the supervisors were compared less than a quarter of the responses varied more or less than one. The evaluations were more alike in May. A study by Doyle and Crichton (1978) concludes that self-evaluation improves with practice. Perhaps using the Self-Evaluation Instrument twice made both supervisors and supervisees more aware of what an effective supervisor does, knows, and believes and better able to identify effective and non-effective supervisory behavior.

Final Questionnaire

Overview

An assumption was made by the researcher that the participants would be articulate on the Final Questionnaire. It was assumed that the participants would be involved and committed to the study for their own professional growth and would have ideas about the experience. The letter inviting the principal to participate stated that "Although some valuable time will be spent on this project I hope that it would be worthwhile for you because you will be strengthened professionally through the information you receive and

the time you spend thinking about your own performance." Clearly the emphasis was on the participants' opportunity for professional growth as a benefit of the study and not merely a request for the principal's time.

The supervisors who participated were motivated by a desire for improvement and by willingness to help a colleague as described by the comment of a supervisor in Part II. "We were trying to help you out. I told my teachers that we may need help someday."

However, the unusual number of tasks necessary for completion of the study and the problem of not enough time is commented on by another participant. "This was the longest and most time consuming report from a student I ever received. I wish you luck and wish I could have had [the] opportunity to do a better job". Another comment concurs on the problem of lack of time. "Time was the factor. This was such an extensive study, and it is hard to find the time to receive the benefits. I feel the teachers feel the same way. It came at a busy time of year. It would have been better earlier in the year".

These comments give an indication of the reasons behind the poor response to the Final Questionnaire. Although the principals were initially interested in the study it became more difficult for them in May at the end of the academic year.

Moreover, the participants were not prepared to extensively share their ideas, but were more accustomed to brief surveys. Part I which needed only a letter to respond was completed while the open

ended questions in Part II were not. Though time, indeed, was a factor it should be pointed out that perhaps, more importantly, the supervisors might have been reluctant to share their personal experiences with an unknown researcher or to involve themselves in something that was different from what they had expected.

Also to be considered is the fact that maybe the participants thought unfavorably of the study and did not want to be negative in their responses and therefore, did not answer at all. If this were the case however, negative comments would have been made in the Final Questionnaire; the entire questionnaire would not have been returned; and/or Part I would most likely have indicated the negative feeling (see appendix C, table 13).

Part I

A summary of the responses to Part I can be found in appendix C, table 13. A copy of the complete questionnaire that was sent to the participants is also found in appendix C.

Five responses were given as choices in Part I of the Final Questionnaire:

SA	"Strongly Agree"	I strongly agree with the statement.
A	"Agree"	I agree with the statement.
N	"Neutral"	I am neutral; I neither agree nor disagree.
D	"Disagree"	I disagree with the statement.
SD	"Strongly Disagree"	I strongly disagree with the statement.

Only seven percent of the responses to Part I were "Strongly Agree" or "Strongly Disagree" indicating the lack of strong feeling

on the part of the participants. Other indications of this lack of strong feelings are that one percent of the Part I responses were not answered; 27% were "Neutral" responses and 64% were "Agree" or "Disagree".

Interestingly, the "Strongly Agree" or "Strongly Disagree" responses were given for Statements #1, 3, 4, 10 and 12 (see below). All but #12 deal with the usefulness of the Self-Evaluation Instrument and the process of self-evaluation for professional growth. The "Strong" responses supported both. Statement #12 asks if participation in this study was a waste of time and has one "Strongly Disagree" response.

Following are the only statements in Part I that had either a "Strongly Agree" or "Strongly Disagree" response. Those with an asterisk had a "Strongly Agree" response; the others had a "Strongly Disagree" response.

1. The Self-Evaluation Instrument was useful to me as an instructional supervisor. *

3. The Self-Evaluation Instrument was not useful to me as an instructional supervisor.

4. I will not use any part of the Self-Evaluation Instrument again.

10. Self-evaluation can be used to help instructional supervisors grow professionally. *

12. Participating in this study was a waste of time for me.

These statements strongly favor the use of self-evaluation and the Self-Evaluation Instrument. In addition, no supervisor expressed

views opposed to the above responses in Part I.

Also eight out of the 11 principals or 72.7% agreed that the study was a positive learning experience on the Final Questionnaire. All but two of the participants agreed that the Self-Evaluation Instrument would be useful to train instructional supervisors. The most agreement by the supervisor participants was found on the following statements which have the highest number of the same response, "Agree", for each statement:

5. The resources listed on Pages 8-25 of the Self-Evaluation Instrument were useful to me.

6. I will use the resources in the future.

9. The Self-Evaluation Instrument would be useful to train instructional supervisors.

11. Participating in this study was a positive learning experience for me.

Ten out of the eleven supervisors said they found the resources in the Self-Evaluation Instrument useful; one supervisor was neutral. Nine out of the eleven said they would use the resources in the future and the other two responses to that statement were "Neutral". However, one supervisor who answered "Neutral" to using the resources in the future in Part I commented in Part II of the Final Questionnaire that "it [the Self-Evaluation Instrument] will be a resource to benefit teachers and myself. It provides areas that are helpful to both principal and teacher".

Resources need to be readily available for instructional

supervisors; principals need easy access to libraries with both written and audio-visual materials. Recently the development of "principal centers" is being explored by some educators so principals would have the opportunity for discussion, sharing of ideas, support from colleagues and use of resource collections.

Part II

Four participants were articulate: BM208, CM62, DL44 and EL06. By articulate is meant that these four supervisors responded to all of the questions in Part II and in no way is a measure of the quality of the answers. Four principals did not answer any questions in Part II and were sent a second request; one of these principals replied with a completed Part II. The remaining three supervisors answered some, but not all, of the questions.

The three principals (Coded: BL111, CS201, and DM12) who did not complete any questions in Part II were telephoned and asked why they did not. DM12 was no longer the principal at the school. Principal CS201 said that "it came at a bad time" and she was overwhelmed with work. She further explained, "Every time I turned around I had to be filling out another form." The participant coded BL111 said that he found the Self-Evaluation Instrument helpful and that it was "right in tune" with the clinical supervision practiced in his district for the past five years. However, he said that he had gotten as much as he could out of the study and the Final Questionnaire had "no meaning" for him.

Only one supervisor described discussing the Self-Evaluation Instrument with colleagues in Question 1: "I did not discuss this with other principals. I did however discuss it with my staff, especially emphasizing the need for self-evaluation. I further shared my pre and post evaluations with the Assistant Superintendent for Personnel and the Superintendent." An understanding of self-evaluation as formative evaluation is revealed by this focus on professional growth. Her self-evaluation in January was the lowest of all the supervisors; in May it was nine points higher and was the third lowest. The average of her supervisor evaluations is higher than her self-evaluation and is the fourth highest of all the supervisors in January. In May her self-evaluation improved by nine points and the average of her supervisor evaluations was two points lower.

One principal, in response to Question 2, listed seven specific references that she had used from the Resource List; another listed one resource; one principal answered "N/A". Other replies stated that the resources were used for observation, sharing with the staff and "coordinating them with what I have been using".

In reply to the usefulness of the resources in Question 3 it was stated that they "complimented [sic] my use of clinical supervision"; "helped me think through my observations" and "helped me implement what I was doing".

In response to Question 4 concerning the parts of the Self-Evaluation Instrument that will be helpful in the future and how

they will be used, the Resource List was mentioned twice which was more than any other section. The participants said they would use it for "independent reading" and for "staff recommendations". The Description of Elements, the Self-Evaluation, and the entire instrument were all mentioned once.

Self-awareness/evaluation was mentioned four times as the most valuable aspect of the Self-Evaluation Instrument in response to Question 5. Also mentioned once were the "Items included" and the resources. Two commented that it would be helpful in the future when they had the time to study it.

Least valuable aspects that were given in Question 6 were the Analysis Sheet, "the time involved [sic] to take" and "some was not applicable, and as I mentioned, certain items I must evaluate."

In Question 7 changes in behavior as an instructional supervisor that were attributed to the use of the instrument were "improved data collection and analysis skills", "more awareness", "made me evaluate myself from the teacher's perspective" and a "self-look evaluation of my responses". One principal commented that "it re-enforced [sic] certain areas, but really made no change".

Changes suggested in Question 8 were "some way to make the resources available" and "it is fine the way it is, could be more specific in certain areas, such as actual supervision".

Question 9 responses as to the instrument's effectiveness in describing the attitudes, understandings and competencies of the instructional supervisor were all positive. One participant stated

that it was "excellent - listed major topics and sub-topics, each critical element in the total behavior of a leader/supervisor/primary evaluator."

The supervisors indicated that they agree with Statement 10: "Self-evaluation can be used to help instructional supervisors grow professionally." This statement has the highest number of "Strongly Agree" responses and the highest total of "Agree" and "Strongly Agree" or "Disagree" and "Strongly Disagree" of any statement: ten out of the eleven supervisors agreed or strongly agreed and one remained neutral.

Any effects of the Supervisor Evaluations on the work of the participants as instructional supervisors are noted in Question 11. "More awareness" and "I have tried to be more helpful to them." were mentioned.

The principal participants noticed no effects from having their staff evaluate their performance. Seven participants replied to Question 12 which asked if completing the evaluation had affected their staff. All seven replies were either "none" or "don't know".

Part III

This section of the Final Questionnaire requested the participants to indicate the elements of the supervisory process that they might want to add, delete, or change; a place for comments was also provided.

Out of four requests for deletion of an element three

supervisors suggested deleting element 4, "Sex and Race Bias". Perhaps there is discomfort with the ideas it embodies or maybe there is simply the feeling that it does not belong in the supervisory process. Both reasons can be attributed to a lack of understanding. Supervisors and teachers need more information on the negative effects of sex and race bias in the classroom and methods to correct it. Biases of any kind hurt students and staff; educators can play a role in diminishing their effects. All of the participants in this study are white. Two of those who suggested that it be deleted are male and one is female.

One supervisor suggested deleting element 7, "Teacher's Evaluation of the Conference". Information describing teachers giving their supervisor feedback on their conference is scarce, but nevertheless, it is important for effective supervision because it develops the necessary peer relationship and provides information for the supervisor to continually improve. Unless a relationship of trust and rapport has been developed the supervisor might feel uncomfortable asking the supervisee for feedback. Furthermore, if the supervisor is more familiar with a subordinate role for the teacher it can be difficult to see the teacher as a colleague.

The teacher must understand the supervisory process and be conscious of the elements of effective supervision to give appropriate and useful feedback. Without such understandings it can easily become a superficial "This was a wonderful conference!" from the teacher. However, even though it is fraught with difficulty

both the teacher and the supervisor must add these skills to their repertoire.

Other Observations

Seven responses in all sections of the questionnaire from 4 different supervisors mentioned "time" being a problem. Some examples: "Haven't had time to use them [the resources in the Self-Evaluation Instrument] much." The Self-Evaluation Instrument would be helpful "when I have time to study and use". "This instrument will be most valuable when I have the time to thoughtly [sic] study it in detail." The least valuable aspect of the instrument was described by one supervisor as "the time envolved [sic] to take". This problem could be simply one of lack of time management skills or it could be an indication of a more serious problem such as too many responsibilities placed on principals. Pressures from the district level that emphasize administrative tasks rather than instructional tasks could exacerbate the problem.

One supervisor found a conflict between the Self-Evaluation Instrument and the school district's teacher evaluation process. He commented on the problem three times on the Final Questionnaire/Part II, questions 2, 3, and 6. In response to "How did you use the resources?" he replied: "I read them and coordinated them with what I have been using. We have an evaluation form so I must follow it." Question 3 asked how helpful the resources were to him. He replied that "they helped implement what I was doing. When you have a

teacher evaluation form, you pretty much know what you are looking for." Question 6 asked, "What is the least valuable aspect [of the Self-Evaluation Instrument]? His reply was: "Some was not applicable, and as I mentioned, certain items I must evaluate." This principal feels that somehow the Self-Evaluation Instrument stands in the way of his evaluation of teachers. Apparently he sees a conflict between the Self-Evaluation Instrument and the evaluation process in his district. No such conflict should exist because the Self-Evaluation Instrument identifies those skills, understandings, and attitudes that are essential to effective instructional supervision. An evaluation process that inhibits effective supervision would appear to be counterproductive at best. It would be interesting to investigate this relationship to find out if many instructional supervisors have a similar reaction.

Specific Participants

Two individual participants are discussed to give an idea of the information collected and a sense of the strongest and weakest situations of principals in the study. One principal was selected because his supervisor evaluations were weak in January and his May supervisor evaluations were invalid because of a low percentage of responses from his staff. Another was selected because his self-evaluations were strong and there was agreement from his staff in both January and May.

DM18

The number of supervisor evaluations received from the staff of DM18 dropped from 43% in January to 14% or 11 out of 80 in May. Not only were there far fewer evaluations returned in May by the teachers, but the responses were not consistent. In May they were predominately "Very Well" and "Fairly Well" which was vastly different from the responses on the January evaluation. In January 67% of the responses were "Very Well" or "Fairly Well" and in May 97% were in those two categories. This supervisor received the highest percentage of answers in the weaker categories (those other than "Very Well" and "Fairly Well") in January (33%) and the lowest percentage (3%) in May. The average numerical score for this supervisor's evaluations by teachers improved by 28 points in the second evaluation. Also, in January he had the highest number of items, 13 or 50%, on his self-evaluation that varied more than +1 or -1 from the supervisor evaluations by his staff; in May this had dropped to 3 items or 12% of the self-evaluation with significant variation. The May supervisor evaluations appear to be an inaccurate assessment.

DM18 supervises 80 teachers, an extraordinary number, and seemingly an impossible task because time would not allow the frequent classroom observation, conferences and personal contact essential for effective supervision. Comments from his supervisees reflect this:

"He hasn't ever observed me in my room."

"Not applicable" marked for Items 1, 2 and 3 on the supervisor evaluation.

"Many of these are unobserved in my experience in evaluation. I left those blank sorry if that messes up this survey." The following items were left blank: 4, 6, 7, 10, 11, 12, 25 and 26.

The number of "Not Applicable" responses or blank answers in the "Observation and Analysis of Teaching" and the "Curriculum Implementation: Instruction" Clusters on the evaluations by teachers for this supervisor could mean that others have similar feelings.

"N/A" was the response for elements 1, 2, 6, 10, 11, and 12 with the following comment: "I think most of these questions are not applicable to our particular school. They may be applicable to an inter [sic] city or ghetto school. If our principal did all these things with 70 odd teachers, he wouldn't have time to be an administrator."

For Item 9 one teacher wrote, "He does not do this!" in lieu of a response indicating a strong feeling about not receiving feedback from the instructional supervisor.

Although there might not be any connection between the behavior the teachers on this staff perceived and his responses on the Final Questionnaire, it is interesting to note that this supervisor was the only one in the study who was neutral to the following statement on the Final Questionnaire: "Self-evaluation can be used to help instructional supervisors grow professionally." Also, according to the Final Questionnaire he found the resources and the Self-Evaluation Instrument not applicable.

BL111

This principal is perceived by himself and by his staff as an effective instructional supervisor. Eighty-five percent of his staff completed the Supervisor Evaluation in both January and May. His self-evaluation indicates his perceived effectiveness and his staff agrees with him. The numerical value of his self-evaluation in both January and May was one less than the highest of all the supervisors (111). The average of the numerical value for the responses of his supervisees was the highest of all the participants in both January and May. The number of teacher responses that vary more than one from his self-evaluation equals 4 in January and 1 in May for a total of 5, the lowest of any supervisor. He has the lowest number of responses by teachers in the weak categories ("Better", "Much Better", "Not Important", "other") in January (1.7%) and is second to the lowest (6%) in May, the lowest being DM18 whose May supervisor evaluations appear inaccurate.

On the Final Questionnaire he stated that the resources in the Self-Evaluation Instrument "complimented [sic] my use of clinical supervision". He confirmed the connections between his success and the use of clinical supervision in a phone call with the researcher.* He said his school district had been working with clinical supervision for five years. He was able to use the Self-Evaluation

*He was telephoned because he had not completed Part II of the Final Questionnaire.

Instrument along with clinical supervision and said it was "right in tune" with it.

Summary

This chapter discusses the data collected in order to examine the effectiveness of self-evaluation as professional growth for instructional supervisors and also to search for the meaning implicit in the data. The significance does not lie in a statistical analysis, but rather in a description of the data to indicate patterns that are useful for a fuller understanding of both the supervisory process and self-evaluation for professional growth.

Several patterns were reflected in the data concerning self-evaluation and the implementation of instructional supervision.

Three ideas evolve regarding self-evaluation. The first is that the instructional supervisors who participated in the study wanted to improve and were willing to accept additional responsibilities to do so. A systematic process for such desired improvement is needed along with the provision of the necessary resources; self-evaluation can be a part of such a process. Secondly, the supervisors and supervisees did not have vastly different perceptions. There was sufficient agreement between the supervisors' self-evaluations and their supervisees' assessment to explore the possibilities of self-evaluation further. Thirdly, the supervisors agreed - strongly -

that self-evaluation was useful and can be used to help instructional supervisors grow professionally.

In addition, there are implications concerning instructional supervision as practiced in some schools. A disquieting discovery is the fact that two extremely important clusters of elements in the supervisory process are obviously weak in practice in most of these schools. "Observation and Analysis of Teaching" and "Curriculum Implementation: Instruction" are areas that both supervisors and supervisees considered weaker than others.

Two other elements closely related to the improvement of instruction in the classroom: 26, "Staff Development" and 6, "Identifying Strategies for the Improvement of Teaching" were weak areas according to the supervisees. The principals, however, considered only element 6 to be weak.

A misunderstanding of the supervisory process by teachers was discovered, particularly through the comments of the supervisees on the supervisor evaluations. The feeling of a collegial, professional relationship so important to the effective supervisory process was missing. Teachers did not seem to think that they are a part of the supervisory process and were unaware of the immense advantages in that process for both supervisor and supervisee.

Another finding was the relative unimportance given to bias in the classroom. The effect that sex and race bias has on students,

the learning process, and the classroom environment was not fully understood by many of the participants in this study and is not perceived by them as a legitimate concern of educators.

In the next and final chapter conclusions formed from these data will be discussed and recommendations for further study suggested.

C H A P T E R V
CONCLUSIONS AND RECOMMENDATIONS FOR
FUTURE RESEARCH

Introduction

The attitudes, understandings, and skills necessary for effective supervision can be identified as pointed out in Chapter II. Also discussed in Chapter II is the necessity for professional self-evaluation. The Self-Evaluation Instrument, described in Chapter III, organizes the information; focuses on the behaviors a supervisor examines to determine professional growth; and provides resources for instructional supervisors to use in order to improve their work. Instructional supervisors can readily use it on a day-to-day basis in the school setting because of its practical format. It is a guide for the principal in the school working with a staff of teachers who must have easy access to the theoretical concepts of instructional supervision and the methods to practice the theory consistently, enthusiastically, and successfully. Chapter IV discusses the collected data and the meanings applied to it by the supervisors and teachers who participated in the study and the issues that emerged from that data. In Chapter V that information is used to formulate further conclusions and suggestions for future research.

Self-Evaluation

Some aspects of self-evaluation that have been brought to light by this study are discussed in this first section, along with recommendations for further research that are suggested by them.

Self-evaluation by instructional supervisors on its own or in conjunction with evaluation by supervisees is a promising approach as a means of professional growth. The attitudes, understandings, and skills necessary for effective supervision are identified in the Self-Evaluation Instrument and the supervisors in this study found them to adequately describe the supervisory process. The elements are organized in the Self-Evaluation Instrument which is used by the instructional supervisor as a learning tool to improve, its objective being a change in behavior which is Combs' (1971) description of learning. As discussed in Chapter II Valverde (1982), Olds (1973), and Lovell and Wiles (1983) point out that self-evaluation is necessary for a supervisor who is growing (learning) and developing. Furthermore, the supervisors in this study agreed that self-evaluation is beneficial and helps them grow professionally.

Further research is needed to learn more about specific effects of self-evaluation. Particularly helpful would be a study in which the researcher observes the setting before the self-evaluation, during the period of implementing the plan for improvement, and during subsequent self-evaluations to identify behavior and attitude

changes and their relationship to the self-evaluation process. In addition, the influence that evaluations by supervisees have on self-evaluation should be investigated.

Another topic to be considered is the most effective ways to use self-evaluation and the environmental factors that affect it. The effect of such aspects as intimidation; pressure from lack of time; school climate; and self-confidence, or lack of it, could be studied. Various methods of using self-evaluation such as Hartman's (1978) suggestion of retroactive pre and post self-evaluations could be investigated using the Self-Evaluation Instrument in this study.

The Self-Evaluation Instrument must be kept current to serve instructional supervisors effectively. Revising it periodically will be necessary to reflect new findings in the future in learning theory, instructional supervision, leadership, organizational behavior, and other related fields of study. As more is learned about the supervisory process future researchers can add or modify elements, delete or supplement resources, and re-write the descriptions of the elements.

The format of the instrument can be changed to implement new findings in learning theory and particularly theory on how adults learn. The compatibility of the instrument in this study with such theory should be examined because the objective of the Self-Evaluation Instrument is professional growth that requires a change in the supervisor's behavior.

Sergiovanni and Starratt (1979) suggest that supervisory

strategies based on the theory of supervision be "developed by the reader". The Self-Evaluation Instrument provides the means for the instructional supervisor to do just that. The individual using it writes a plan for improvement. In so doing strengths and weaknesses are identified, resources selected, and personal materials added to the instrument.

Such strategies developed by instructional supervisors could be the focus of future study. The Analysis Sheets of instructional supervisors could be analyzed and examined. More study is needed on the effectiveness of individual plans written by supervisors answering some of the following questions: What makes a plan most effective? What guidance is needed for instructional supervisors to write effective plans and develop strategies for integrating the elements of instructional supervision in their supervisory behavior? How can plans be successfully implemented, that is, how can they help produce the desired behavior change? What effect do the plans have on instructional supervisors' performance and motivation? Answers to these questions could provide an effective method for improving the quality of instructional supervision and therefore, improving classroom instruction in the schools.

The instructional supervisors in this study had a poor grasp of the theory of supervision which was indicated in the weaknesses in the elements describing observation in the classroom, developing new teaching strategies cooperatively with teachers, and improving instruction in the classroom; the supervisees substantiated this in

their evaluations of the supervisors. Supervisors need a clear understanding of why such elements are included in the instructional supervisory process and methods for them to use in practicing them.

However, although weaknesses are evident, it is encouraging to know that clearly, these supervisors want to improve. The theme that supervisors want to improve repeatedly appears in examining the data. The care and detail with which some supervisors filled out the Analysis Sheets; the fact that supervisors participated in the study at all; their comments and their responses to Part I on the Final Questionnaire; and the thought given to completing the self-evaluations all point to a desire for becoming better instructional supervisors.

When, through no personal contact and for an anonymous student researcher, supervisors are willing to complete what was required in this study even though it could have been done for reasons of "helping someone" rather than professional growth it certainly indicates some desire for improvement. Equally important, it demonstrates that perhaps far greater results could be expected with personal contact and professional support and guidance used in conjunction with the Self-Evaluation Instrument for Instructional Supervisors. One supervisor comments on the Final Questionnaire that the Self-Evaluation Instrument "would be most valuable if presented in person". Future researchers could use the Self-Evaluation Instrument within one school system over the period of an entire school year. Personal contact with the researcher, a support system,

and guidance for the participants could be designed to be used in the study. Supervisors' problems and strengths, observable behavior changes, and their particular needs could be explored. Descriptions of the effectiveness of the self-evaluation process and of the Self-Evaluation Instrument would be beneficial.

Since supervisors want to improve, methods to structure and encourage the improvement process for instructional supervisors need to be designed and investigated. Through the use of the Self-Evaluation Instrument supervisors can document their work by having a framework to identify and describe their behavior and structure the learning process. Focus is placed on an area for growth, plans are designed and implemented to affect that improvement. Present performance is compared to past performance to provide benchmarks. Self-evaluation must be systematic; improvement is impossible when what has been accomplished as well as what needs to be done next is unknown. The fact that instructional supervision exists within the organization of the school must be an important aspect of any such investigation. Methods for supervisors to improve must be suitable for the setting in which they work, namely, the school; be practical; and be enthusiastically supported by instructional supervisors.

In Chapter II it was pointed out that Oliva (1976) and Olds (1973) suggest that instructional supervisors develop their own instruments for self-evaluation. However, because of the time involved and the fact that the principals are focused on the

day-to-day matters of the school and staff they supervise this is impractical. Supervisors in this study confirmed this, emphasizing the time constraints of the principal making it unrealistic to suggest that instructional supervisors develop their own instruments.

The question of lack of time on the part of instructional supervisors needs to be explored. A theme found in the responses of the participants in this study and those who declined to participate was that they felt they did not have enough time on their job to do what they wanted to do. The principals wanted to be effective instructional supervisors, but not having time appeared to be a problem. Future study is needed to determine the cause of this frustrating situation.

Answers to questions such as the following are required: How important a role does lack of time play in hampering effective instructional supervision? Are instructional supervisors poor managers of time? Do they have too many responsibilities? What tasks receive priority by the instructional supervisor? How much time do various tasks take? Is there a relationship between amount of time spent and the priority placed upon the task? What kinds of pressure is applied by district offices? Do district administrators understand and support effective instructional supervision at the local school level? What, specifically, contributes to principals' feelings of pressure and lack of time? With the increased awareness of the importance and power of effective supervision understanding the answers to such questions is essential.

Perhaps a misunderstanding of the role and responsibilities of the instructional supervisor is causing some confusion. Questions that explore the priorities of administrative and instructional responsibilities in the school need to be resolved as well as questions about the priorities of principals and school districts.

Another area of concern for speculation is formative evaluation. Teachers, principals, and district administrators need to understand and implement formative evaluation because of its importance in improving instructional supervision. The Self-Evaluation Instrument could be used by future researchers to explore this important topic. Valverde's (1982) description of formative evaluation as "periodic, constructive, and deliberate" can be tested and the results documented. Studies that shed light on the effectiveness of formative evaluation and methods that work in the school setting are needed. Through such studies ideas on how formative evaluation can be most effectively understood, practiced, and improved in the supervisor-teacher relationship should be propounded.

Most school districts have a formal evaluation process for instructional supervisors. An important topic for future research is the investigation of ways to integrate the Self-Evaluation Instrument into such a process. How can self-evaluation be a structured part of professional growth within the organization of a school district? How can the potential of self-evaluation be tapped in a school district? What part do supervisors' self-evaluations, supervisees' perceptions, and official evaluations play in an evaluation process?

Do school districts' formal evaluations of principals emphasize effective instructional supervision? Are all of the Supervisory Elements of Instructional Supervision included in such evaluations? Is improvement in performance of professional tasks emphasized or is merely a rating of performance stressed? The answers to such questions need to be ascertained.

Supervisor Evaluations by Teachers

Discussed in this section is one of the most significant ideas reflected in the supervisor evaluations by teachers - the need for teachers to understand the supervisory process. Both supervisor and teacher are equally involved as peers and colleagues. The teacher assumes responsibilities of a supervisor in the interactions between the supervisee and supervisor by making decisions about directions of growth, analyzing performance, devising new teaching strategies with the supervisor, giving feedback on the supervisor's performance in the conference and as Cogan (1973) says, being "equally responsible for the maintenance of morale in the supervisory processes" (p. xi).

In the comments by teachers it became evident that supervision was understood as the exclusive responsibility of the supervisor and was something done to teachers. Some supervisory behavior was seen as unwarranted interference by the supervisor in the teacher's work. The teacher who didn't want the supervisor to start involving himself with instruction in the classroom because it was not treating the

teacher like an adult; the attitudes that only weak teachers need help from a supervisor and you are a weak teacher if you request help; the "Not Applicable" response for some of the elements, particularly those in the "Observation and Analysis of Teaching" Cluster and the "Curriculum Implementation: Instruction" Cluster are indicators of the lack of understanding of supervision by teachers. This lack of understanding is most forcefully declared in the teacher's comment that "If our principal did all these things [the elements of the supervisory process] ... he wouldn't have time to be an administrator."

For effective instructional supervision to exist teachers need to understand the supervisory process and accept equal responsibility for its effectiveness. Research that provides insight into the best possible ways of informing teachers about the supervisory process and having teachers participate in effective supervision is needed. Methods must be designed and tested that enhance teachers' understanding of this very important concept, develop collegial supervisor-teacher relationships, encourage acceptance of supervisory responsibility by teachers, and discourage attitudes that supervision is the sole responsibility of the supervisor with the teacher in a passive role.

The need for both teachers and supervisors to thoroughly understand the supervisory process is not commonly understood among practitioners. Research is needed to explore the best possible ways for supervisors to receive and use this information.

It would be interesting to find out if the understanding and practicing of, as well as the commitment to, effective instructional supervision would influence attitudes toward teaching as a profession. Specifically, new insights are needed concerning the collegial relationship described above. Would collegiality have an effect on the job satisfaction of teachers? Would it affect attitudes about the rewards of a teaching career in the classroom? Would it affect the notion that to be successful frequently means moving out of the classroom? Would teacher stress and "burn-out" be affected? Would it ameliorate the "unhelpful, threatening, dull" conditions for teachers that Blumberg (1974) found?

Comparison of Self-Evaluations and Supervisor Evaluations

The self-evaluations and supervisees' evaluations of the supervisor's performance are comparable. Few items varied more than a numerical equivalent of one; the average self-evaluation score of the supervisors as a group was similar to the average score of the supervisees on the supervisor evaluations in both January and May. The usefulness of self-evaluation is confirmed by this indicator.

Marsh, Overall, and Kesler (1979) and Doyle and Crichton (1978) point out that self-evaluation can be used to identify patterns of strength and weakness - a process necessary for growth. Some patterns were identified in this study and this, the third, section discusses them.

The areas of weakness identified by this study are in crucial areas of the supervisory process - at its very core. The areas of strength, although important, pale in comparison. It is indeed disquieting that the weaknesses are indicated in two clusters of skills vital to the supervisory process: "Observation and Analysis of Teaching" and "Curriculum Implementation: Instruction". Researchers need to direct their attention to these weaknesses. Close attention must be paid to staff development for current supervisors and the education of new supervisors to shed some light on why supervisors have difficulty with those specific elements of instructional supervision.

The Self-Evaluation Instrument could be used as the basis for a program for educating supervisors being certain to emphasize the complexity and unpredictability of instructional supervision as described by Alfonso et al. (1981) and Sergiovanni and Starratt (1979). Thus, the misconception that the skills of supervision are always performed in precisely the same fashion for exactly the same, predictable results would be avoided. Such a program could be compared with similar programs for effectiveness.

Particular emphasis needs to be placed on the weak areas identified in this study. Future researchers could ascertain if effective educational programs affect supervisors' performance in their schools.

After completing a program new instructional supervisors could continue to use the Self-Evaluation Instrument during their first

year as supervisors. The effects of its use during the educational program and on the first year supervisors should be investigated.

In addition, data on existing training programs for supervisors that describe and identify methods that effectively provide beginning supervisors with the skills they need as well as the structure and guidance necessary to continue professional development in their first years as a supervisor would be helpful. Ways to quickly identify weaknesses and provide immediate help to rectify them for supervisors-in-training and beginning supervisors must be researched.

Instructional supervisors need strong staff development programs and following are suggestions for investigations in this area. The Self-Evaluation Instrument could be used in planning, implementing, and evaluating staff development programs. As a diagnostic instrument it could identify areas of strength and weakness and as a pre and post test it could assess growth, or lack of it, as a result of such programs. Hartman (1978) specifically suggests that self-evaluation be used at the beginning of a staff development program. The effectiveness of such undertakings could be explored.

The Self-Evaluation Instrument could also be used as the basis for planning a staff development program for instructional supervisors over several years providing constancy and meeting the needs of principals within a school system. Groups of principals as colleagues could be formed for definite periods of time around specific clusters or elements. Principals would work in the group of their choice, select resources, read and discuss them, identify

specific behaviors to improve, add resources to the instrument that are available within their particular school system, and so on. Supervisors could be observed before and after such activities; principals could document and share what they have accomplished; principals could be interviewed to discern what was helpful and what was not; they could describe their growth or lack of it in such an enterprise. Examination of the problems in the crucial instructional areas could be underscored.

The Self-Evaluation Instrument could be used in a district that has a strong inservice program for instructional supervisors. Does the instrument compliment strong inservice work or is it counter-productive? Does a strong staff development program affect the usefulness of self-evaluation? The Self-Evaluation Instrument could be used in a district that has a weak staff development program and the effects on staff development investigated.

The merits of integrating the Self-Evaluation Instrument into a district staff development plan could be explored. Structure such as timelines and deadlines for each step in the self-evaluation process could be designed and the effects on the usefulness of the Self-Evaluation Instrument ascertained.

Final Questionnaire

This fourth, and final, section discusses three topics selected by the researcher and suggested by the results of the Final

Questionnaire: observation of sexism and racism in the classroom, the need for more information from supervisors, and the relationship of the current "effective school" research to this study.

Instructional supervisors and teachers must understand the effects of sexism and racism in the classroom and learn how to deal with it. Both preservice training and staff development need to devote time and effort to developing such understandings. More research is required to be able to identify sexism and racism in the classroom and understand how to combat its effects. Specific methods and materials that teachers can use in the classroom need to be designed and tested.

More information from practicing supervisors is essential for developing the quality of instructional supervision in the schools. To understand this more fully the relationship between theory and practice must be understood and must continue to be explored.

A strong connection exists in this work between theory and practice; this researcher is both a scholar and a practitioner. The design of the Self-Evaluation Instrument is based on the sound theory of instructional supervision and is organized into a practical form to be used systematically by the practitioner to whom information is given and who applies personal meaning in order to learn (change behavior) and continually become a more effective instructional supervisor. Sergiovanni and Starratt (1979) explain the relationship between theory and practice.

Theory is usually derived from practice. Practices become established sometimes as a result of hunches and often as a result of trial and error. Those who observe practice fairly systematically form additional hunches about the relationship between and among practices. Hunches can lead directly to propositions and principles relating to practice, but as hunches are linked together, they become the basis for theory. Propositions and principles are derived from theory, and their testing in the laboratory or real world leads to the establishment and extension of practice. The cycle continues with practices leading to new hunches, more theory, additional propositions, testing, and further modification and extension of practice. (p. 24f)

Both theory and practice are necessary; one without the other is senseless. The practitioner requires the understanding of the theoretician; the theoretician requires the experience of the practitioner. Attention needs to be focused on this relationship of theory and practice. Opportunities need to be made available for instructional supervisors in a variety of settings to articulate their "hunches" and their relationship to practice and theory as described by Sergiovanni and Starratt.

An aspect of research that merits exploration is developing "thick descriptions" of the supervisory process. Studies are needed in which the researcher has personal contact with the supervisors and through interviews their needs are freely stated; problems, day-to-day struggles and successes, strengths and weaknesses are expressed.

Supervisors need the opportunity to think about their work, self-evaluate, suggest ways to change practice: describe their "hunches", so to speak, for the benefit of future theory. Instructional supervision is supervision from the viewpoint of the

teacher: the viewpoint of supervisors must be considered as they develop their skills. Adequate descriptions from supervisors are needed.

Thirdly, the relationship of this work to current "effective school" research deserves examination. The "effective school" research has outlined characteristics that are exhibited by a principal in an "effective" school. Also described are conditions in the school that are attributable to the behavior of the principal. Researchers could inspect the similarities and discrepancies between an effective instructional supervisor as described in the Self-Evaluation Instrument and an "effective school" principal. The relationship between the two can be ascertained. If these two areas of study can be integrated they should be for intellectual integrity and for a stronger impact on schools.

Summary

Instructional supervision can play an enormously important role in the improvement of the quality of instructional programs. The positive effect it can have on students' learning makes it significant; effective programs hinge on effective instructional supervision.

Also, not to be overlooked, is that it can serve as a catalyst to develop teaching into the profession it deserves to be; one which can attract the most talented and intelligent young people - the best and the brightest - to its ranks.

National studies say our schools need to be improved. Such a task cannot be accomplished superficially, but the search must have depth to discover the "whys" and "wherefores" - the causes, not just the symptoms. Substantial changes do not occur simply. They take time and are accomplished through sound decisions based on what is known about people and how they learn and grow. Long range changes are frequently neither evident when they are begun nor are they immediate successes. Sometimes short range solutions are chosen because they "look like success" in a short period of time. If this is not understood as the problems are approached all that is available is another bandwagon. We'll find ourselves on the merry-go-round jumping from one horse to another; fancying one gimmick and then another; favoring the methods of the Japanese today and competency testing tomorrow; but never questioning or knowing exactly why we are doing what we are doing. Changes in the schools need to be approached in a total setting and not in parts like the blind people of the Indian fable examining the elephant.

The supervision described in this paper can be a foundation upon which to build to make the required changes. It is based on sound theory; it is honest and forthright; it is sensible; and it is developed to provide the best setting for people to learn by providing flexibility so that new information, new ways of behaving, and new attitudes can continually enrich it. Effective instructional supervision is an untapped resource of great promise. What ought to be can be.

Summary of Recommendations for Future Research

Further research is needed to learn more about the specific effects of self-evaluation, environmental factors that affect it, and the most effective ways it can be utilized.

The Self-Evaluation Instrument must be revised periodically to reflect new findings in learning theory, instructional supervision, and other fields of study.

Future researchers could use the Self-Evaluation Instrument within one school or one school system for an entire school year.

The Self-Evaluation Instrument could be used to investigate formative evaluation and its relationship to a school district's formal evaluation process.

The effectiveness of the Self-Evaluation Instrument as a teaching tool and a resource in education and other fields merits exploration.

The Analysis Sheets used by instructional supervisors could be analyzed for effectiveness.

Methods to structure and encourage the improvement process for instructional supervisors need to be designed and investigated.

The question of lack of time on the part of supervisors and the priorities placed on their various responsibilities needs to be explored.

Research that provides insight into the best possible ways of informing teachers and supervisors about the role of the supervisee in the supervisory process is needed.

An area for speculation is the influence that effective instructional supervision has on attitudes toward teaching as a profession.

Researchers could focus on the weaknesses in instructional supervision found in this study and methods to correct those weaknesses.

An important topic to consider is the effects of racism and sexism in the classroom and ways to ameliorate them.

The relationship of this work to the current "effective school" research deserves examination.

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A P P E N D I X A
SELF-EVALUATION INSTRUMENT FOR
INSTRUCTIONAL SUPERVISORS

SELF-EVALUATION INSTRUMENT

FOR

INSTRUCTIONAL SUPERVISORS ©

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INTRODUCTION

Although there are many tasks you perform in your job this instrument is concerned only with instructional supervision which is the work you do directly with teachers to improve instruction. This instrument focuses on the knowledge, attitudes and skills necessary for effective instructional supervision as identified in the current literature.

Supervision is a complex process and frequently there is little opportunity for instructional supervisors to learn how to improve. Through this Self-Evaluation Instrument supervisors can take time to think about their performance and design ways to develop skills, acquire information and broaden understandings. First, by completing the Self-Evaluation Instrument the supervisor focuses on the behaviors, attitudes and skills he or she needs to be effective. Second, the instructional supervisor develops a plan for improvement. The plan can be used as a means of documenting growth and measuring success because it identifies specific steps to be taken to improve.

The purpose of the self-evaluation is to aid you in your job as an instructional supervisor and assist you in your professional growth. It is not a rating instrument. Self-evaluation is a necessary part of being an effective instructional supervisor and a professional. Professionals as a part of the nature of their work routinely analyze their performance, assess its effectiveness and grow and change to become even more effective. The value in this self-evaluation is the thought you give to your performance and specific new behaviors you select to practice and make a part of your repertoire.

References are given for each of the supervisory elements to assist the supervisor in finding information to learn about a particular element. By no means are they intended to be all inclusive; other sources you identify can be valuable and should be used. These suggested references will assist you in finding the resources you need and frequently include bibliographies and reference lists for further study. Any sources you identify that are beneficial can be added to this resource list for future reference.

DIRECTIONS

Read the entire packet before beginning so you will be thoroughly familiar with the material and can use it to your best advantage. Complete the Self-Evaluation Instrument on the next two pages to evaluate your performance as an instructional supervisor. If any item is unclear you will find an explanation in the Description of the Elements section under the number corresponding to the item on the Self-Evaluation Instrument. Read the description of any element you do not understand in the Description of the Elements of Instructional Supervision and Resources for Improving Performance section of this packet on pages 8 - 24.

The Self-Evaluation Instrument will be most effective if you neither underestimate nor overestimate your abilities. Describe your behavior as it is and not how you would like it to be. Your answers should reflect the way you feel, act, or think now and not how you would like to think, act or feel in the future. This self-evaluation also is not an indication of how you think you should think, act, or feel. The more accurate the self-evaluation, the more value it has for you.

After completing the Self-Evaluation Instrument on pages 3 and 4 use the Steps to Analyze Your Supervision on page 5 and the Analysis Sheet on page 6 to identify the elements on which you will work.

All responses are completely confidential and the instrument will not be identified by name or by school. Responses will be identified by the code number located in the upper right hand corner of the Self-Evaluation Instrument.

Code _____

SELF-EVALUATION INSTRUMENT

Use this form to evaluate your performance as an instructional supervisor. Indicate your response to each item by recording the appropriate letters on the line to the left of each item.

VW I do this very well.
FW I do this fairly well.
NI This is not important to me.
B I could do this better.
MB I could do this much better.

- ___ 1. I collect a variety of data using different methods during classroom observations.
- ___ 2. I can analyze the data I collect during classroom observations.
- ___ 3. I am a skillful observer and know the behavior and events to note.
- ___ 4. I can identify behavior that discriminates against boys or girls, blacks, whites, or other racial and ethnic groups.
- ___ 5. I am prepared for conferences with teachers and I effectively use conferencing skills.
- ___ 6. The teachers and I can devise new strategies together and I can suggest resources to help them.
- ___ 7. I ask teachers and they give me feedback on my conferencing skills.
- ___ 8. My evaluation of teachers promotes their professional growth.
- ___ 9. The feedback I give teachers is meaningful and appropriate.

Code _____

- ___ 10. I work with teachers to develop objectives for instruction.
- ___ 11. I analyze lesson plans for effective learning activities.
- ___ 12. I evaluate classroom instruction and work with teachers to effectively evaluate students.
- ___ 13. I communicate effectively with the teachers in our school.
- ___ 14. I use listening skills in my work with teachers.
- ___ 15. I can identify and understand non-verbal communication in the school setting.
- ___ 16. When conflicts arise the staff and I can facilitate their resolution.
- ___ 17. The leadership I provide is strong and effective.
- ___ 18. I respond to teachers in ways that are consistent with their individual needs and personalities.
- ___ 19. The staff and I have been able to make changes(improvements) in our school with a minimum of difficulty.
- ___ 20. When the teachers and I work together in a group our work is productive.
- ___ 21. I provide the setting for individuals' or teachers' needs to be integrated with those of the school.
- ___ 22. The goals the staff and I have developed for our school are clear to the staff, students and community.
- ___ 23. I develop an open climate by facilitating teachers' work, setting high expectations, being sensitive to feedback from the staff and treating teachers in a personal way.
- ___ 24. I contribute to the development of high staff morale and strongly motivated teachers.
- ___ 25. I provide the circumstances for teachers in our school to continually become more able to independently analyze their teaching and develop new teaching strategies.
- ___ 26. With the teachers I have developed an effective staff development program in our school.

STEPS TO ANALYZE YOUR SUPERVISION

1. On the Self-Evaluation Instrument place a check mark next to any item you marked B or MB; these are the areas in which you think you need improvement.
2. Write the number of each of the questions you have checked on the Analysis Sheet in the first column.
3. If there are any other items you would like to work on, write the numbers of these items in the first column on the Analysis Sheet.
4. The Outline of Elements of the Supervisory Process names each of the items on the Self-Evaluation form. Write the name of the supervisory element next to the corresponding number on the Analysis Sheet.
5. Read the description of each of the elements that you have written on your Analysis Sheet and the list of suggested resources for that element in the Description of the Elements of Instructional Supervision and Resources for Improving Performance section that begins on page 8.
6. Record the resources you will use on the Analysis Sheet. Specify what steps you intend to take to improve your supervisory performance.

ANALYSIS SHEET

Item Number	Supervisory Element	Plan for Improving Supervision
5	Conferencing skills	<ol style="list-style-type: none">1. Read Chapter 14 in Cogan and ERIC Document 136 477 by Acevedo.2. Outline the skills necessary for a successful conference.3. Plan a conference with a teacher focusing on one or two specific skills.4. After the conference list the skills you used well and those that need more practice. Do this after several conferences.5. If necessary do more reading on the specific skills you are working to improve.6. Design a checklist to be used to evaluate your conferences with teachers and document your growth.

OUTLINE OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data
2. Analysis of data
3. Observation of teaching
4. Sex and race bias

CONFERENCING WITH TEACHERS

5. Conferencing skills
6. Identifying strategies for the improvement of teaching
7. Teacher's evaluation of the conference
8. Process of evaluation
9. Feedback skills

CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives
11. Instructional implementation
12. Instructional evaluation

COMMUNICATION

13. Definition and scope of communication
14. Listening skills
15. Non-verbal communication
16. Conflict resolution

LEADERSHIP

17. Leadership behavior
18. Supervisory orientation
19. Process of change
20. Effective group skills
21. The school as an organization
22. Setting goals
23. Climate of the school

HUMAN RESOURCES

24. Human potential
25. Teacher autonomy
26. Staff development

DESCRIPTION OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

AND

RESOURCES FOR IMPROVING PERFORMANCE

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data.

The classroom is a complex setting with many interactions going on at one time. It is essential to understand the variety of ways to collect data as well as the situations in which they are most effective. A picture of the classroom emerges from this collection of information. Accurate and sufficient data provide information for the dialogue between teacher and supervisor to improve teaching.

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2. Analysis of data.

Data are used to analyze the events in the classroom; patterns in teaching can be identified and critical incidents indicated. The data from the classroom become meaningful through the analysis. The supervisor and teacher describe those elements in the teaching

behavior that are strengths and those that can be improved. Through the examination of the data the teacher and supervisor analyze teaching behavior, identify specific areas on which to focus, and devise ways to improve.

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3. Observation of teaching.

The complex classroom setting has many behaviors, activities, and components to be observed. Persons can select vastly different details from the same setting. Skills in observation can be developed through understanding and practice. The instructional supervisor learns to separate the important from the non-important and to clearly identify the frame of reference one brings to the classroom observation. Knowing what is essential and paying careful attention to it will provide the instructional supervisor with valuable data for the conference with the teacher. Carefully selected data are important because they are the basis for decisions on the improvement of teaching.

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4. Sex and race bias.

An individual's perception (accurate or distorted) of a situation influences his or her behavior. Professionals must examine their attitudes toward others - males, females, blacks, whites, ethnic groups. Stereotypes that are common in our society can influence our thinking, our attitudes and our behavior without a conscious confirmation on our part. As professionals analysis of our perceptions is essential.

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Sadker, Myra Pollack and Sadker, David Miller. Sex Equity Handbook for Schools. New York: Longman, 19 West 44th Street, 1982, Chapters 4 and 5.

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CONFERENCING WITH TEACHERS

5. Conferencing skills.

Conferences with teachers are a vital part of the supervisory process. Consideration is given to what has occurred prior to the conference and what will occur after the conference in the teacher's development and in the supervisor-teacher relationship. Outcomes of the conference affect the teacher and supervisor and influence the entire school environment.

The skill level of the supervisor can make the difference between an effective conference and one that is not. Interaction between supervisor and teacher provides insight into the complexities of teaching and can lead to the improvement of the teacher's work in the classroom.

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6. Identifying strategies for the improvement of teaching.

In the conference the supervisor and teacher together examine the current teaching behavior and explore possible alternatives and ways to improve. Just as we can sharpen our skills in playing tennis by analyzing our game, teaching can be improved by analyzing teaching behavior and devising new strategies to improve it. The instructional supervisor frequently suggests new strategies and resources which the teacher uses to further develop as a professional.

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7. Teacher's evaluation of the conference.

For the supervisor and teacher to grow and become more adept at conferencing it is necessary for both to review and assess the conference. This serves a dual goal: to provide feedback for the supervisor and to give the teacher an opportunity to act as a colleague and discuss the work together with the supervisor. In the supervisory process both the teacher and the supervisor develop professionally. The teacher's evaluation of the conference is one of the ways to encourage growth of supervisor and supervisee.

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8. Process of evaluation.

Evaluation is not something one does to a teacher, but it is a means to improve teaching. Evaluation is a process. We plan; we do; we

assess or evaluate and then begin again improving each time. Identifying existing strengths in the teacher is a crucial, but sometimes overlooked part of this process. Knowing one's strengths is important because these strengths can be further refined. The teacher spends time developing competencies rather than shoring up lesser skills. The goal is to continue to become better at what we are doing. Understanding evaluation in this way enables the supervisor to develop a positive approach and give teachers the opportunities to improve their work.

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9. Feedback skills.

Skills in providing feedback are necessary for the instructional supervisor. For effective change in behavior there must be continuous opportunities to observe results and to know the consequences of our decisions. Communicating with teachers about their teaching behavior is at the heart of the supervisory process. The negative aspects of feedback such as judgement, fear, threat and defensiveness are minimized and the goal of evaluation - assessment in order to improve - is emphasized.

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CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives.

Objectives are necessary to give us direction in whatever we are doing. A clear idea of expected outcomes enables us to plan intelligently and effectively. Teachers use objectives as a road map for classroom instruction. Through a critical review of objectives and the forces influencing them the teacher knows more clearly why she or he is making certain decisions. This review prevents going in directions that do not lead to accomplishment of identified goals. Specific, well understood objectives commit one to some expected outcomes, to a certain course of action. Without objectives we cannot decide if we have actually succeeded in what we set out to do. Also, establishing goals is a necessary step because there is so much that students can learn - much more than there is time to teach- and we define our priorities through our goals.

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Saylor, J. Galen and Alexander, William M. Planning Curriculum for Schools. New York: Holt, Rinehart and Winston, 1974, Chapter 4.

11. Instructional implementation.

Learning activities are designed to teach students in the classroom. It is necessary to analyze learning activities to find out what it is they actually teach, why they were selected, how they were designed and the effect they have on learners. Making conscious decisions throughout the process of developing activities for the students helps insure that the learning we want to take place does. Certain instructional and learning processes have consistently helped students achieve at higher levels. Knowing these successful processes and the variables in classroom learning is essential for the instructional supervisor.

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12. Instructional evaluation.

Evaluation is a far more complex process than simply assigning grades. Both strengths and "next steps" are described. Through the evaluation process we diagnose, that is, we assess strengths and weaknesses. With this information we improve our program, our lesson, our conference, our work. Tests are only one way to evaluate students. We can observe students completing specific work; discuss the process the student went through to reach a certain point; read the student's daily log or journal. The instructional supervisor is familiar with a variety of methods of evaluation and uses the information to re-plan and re-design.

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COMMUNICATION

13. Definition and scope of communication.

When we think of communicating we immediately think of speaking. However, verbal communication is only one aspect of this multifaceted subject.

A communication system exists in any institution; it is the means to transmit ideas, values, feelings and information. Communicating between human beings is a complex process. Our own experiences, unconscious connections and perceptions influence what we say and what we hear others say. Our feelings also play an important role in communicating to others. What is communicated is not what is intended, but what is comprehended.

For the instructional supervisor it is necessary to understand both the communication system of the school organization and the skills necessary for effective communication between individuals.

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Unruh, Adolph and Turner, Harold E. Supervision for Change and Innovation. Boston: Houghton Mifflin, 1970, Chapter 2.

14. Listening skills.

Good interpersonal relationships require that one be a good listener. Through skillful listenings the supervisor discovers the interests and needs of teachers. When a supervisor imposes his or her own agenda the teacher is not encouraged to share concerns, problems and successes. Active listening is an invaluable skill for a leader to understand and use. Knowing that teaching is a lonely job helps the supervisor meet the needs of teachers by listening. Effective listening on the part of the supervisor can promote the development of humane relationships and climate, as well as provide an opportunity

for growth for teachers.

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Loughary, John W. and Ribley, Theresa M. Helping Others Help Themselves: A Guide to Counselling Skills. New York: McGraw-Hill, 1979, Chapter 4.

15. Nonverbal communication.

Human beings do not communicate only through language. Facial expressions, gestures, actions, eye contact, stance and space send messages. "Actions speak louder than words" is an adage that confirms the importance of nonverbal communication. What is not said may be more meaningful than what is said. More than the spoken word is communicated when people talk to each other. Nonverbal interaction includes the visual dimension and the affective portions of the aural dimension such as inflection. Instructional supervisors can record nonverbal behaviors in their observations to provide more information for teachers and can be aware of messages others send through nonverbal communication.

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Miller, Patrick W. "Silent Messages." Childhood Education 58(Sept./Oct. 1981): 20-24.

16. Conflict resolution.

In settings where human beings are working together it is inevitable that conflicts will arise. A leader resolves them in a way that promotes growth rather than one that develops more deeply imbedded problems. Without conflict there would be no innovations or challenging of existing norms. "Problems are opportunities in work clothes" describes succinctly the positive nature of conflicts.

It is well to note that the goal of resolving conflicts is not necessarily agreement. An environment for personal and professional growth not only accepts but welcomes diversity of opinion and differing ideas. Acceptance does not mean the same as agreement. An accepting atmosphere reduces the feelings of threat and makes possible more open approaches to examining self and the world, but does not demand that everyone agree.

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LEADERSHIP

17. Leadership behavior.

The supervisor is the instructional leader who provides focus and direction. Leadership uses neither indoctrination nor coercion, but

Canizaro/Self-Evaluation Instrument

raises the levels of motivation reciprocally. Effective leadership is a powerful tool for developing an environment where students, teachers and supervisor grow and learn.

Educational Leadership 36 (March, 1979): Leadership Theme Issue.

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Sergiovanni, Thomas J. and Starratt, Robert J. Supervision: Human Perspectives(2nd ed.). New York: McGraw-Hill, 1979, Chapter 5.

18. Supervisory orientation.

It is important for supervisors to respond to individual differences among their teaching staff. All human beings have unique combinations of experiences, information and feelings and thus respond to individuals and situations in different ways. Supervisors who are sensitive to such differences utilize a variety of approaches with their supervisees.

Glickman, Carl D. "The Developmental Approach to Supervision." Educational Leadership 38 (November 1980): 178-180.

Glickman, Carl D. Developmental Supervision: Alternative Practices for Helping Teachers Improve Instruction. Alexandria, VA: ASCD, 1981, Chapters 3, 4 and 5.

Sergiovanni, Thomas J. and Starratt, Robert J. Supervision: Human Perspectives(2nd ed.). New York: McGraw-Hill, 1979, Chapter 6.

19. Process of change.

In the past change has largely been accomplished based on a seat-of-the-pants approach. Using the experience of practicing change agents the supervisor can plan change and ease a difficult process. The leader both maintains the organization the way it is and improves or changes it. Understanding the process of change, how it takes place and the attitudes, values and behaviors that act as barriers and facilitators enables the instructional supervisor to plan improvements in the school setting.

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Carmichael, Lucianne. "Leaders as Learners." Educational Leadership 40(October 1982): 58-59.

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Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

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Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1971, Chapter 13.

20. Effective group skills.

Staff development, faculty meetings, and planning meetings are some of the groups in the school setting. Understanding how groups function enhances the effectiveness of the instructional supervisor. There are patterns to the behavior of groups and individuals within those groups. The dynamics of the interaction among group members must be clearly understood to plan and work productively in a group setting.

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Unruh, Adolph and Turner, Harold E. Supervision for Change and Innovation. Boston: Houghton Mifflin, 1970, Chapter IX.

21. The school as an organization.

Through organizational structures society orders human existence, manages and accommodates human needs and transmits values of the past. When institutional goals and human beings' needs conflict problems arise. Furthermore, in the school organization one finds isolation, formalization, preoccupation with efficiency, and status differential that can frustrate educational change. However, working to affect change in the human aspects of the school's organization will increase the school's effectiveness.

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Lovell, John T. and Wiles, Kimball. Supervision for Better Schools (5th ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1983, pp.31-38.

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Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn & Bacon, 1971, Chapters 2, 8, and 9.

Sergiovanni, Thomas J. and Starratt, Robert J. Supervision: Human Perspectives(2nd ed.). New York: McGraw-Hill, 1979, Chapter 3.

22. Setting goals.

Goal focus has been positively correlated with leadership effectiveness. A strong sense of direction for the organization, the leadership and the members is developed by all members of the organization knowing and understanding the goals and being committed to them.

Fairman, Marvin and Renne, Connie Lucas. "Sharpening the Focus on Goal Focus." Educational Leadership 40(February 1983): 28-30.

McGreal, Thomas L. "Helping Teachers Set Goals." Educational Leadership 37(February 1980): 414-419.

Sergiovanni, T.J. "Ten Principles of Quality Leadership." Educational Leadership 39(February 1982): 330-336.

23. Climate of the school.

Personality is to the individual what climate is to an organization. It includes such items as staff morale, the use of power and authority, and the amount of trust placed in the staff. The climate of the school can affect in large measure its effectiveness and have a positive effect on pupil attitudes and learning.

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HUMAN RESOURCES

24. Human potential.

Encouraging the human spirit and providing a fertile ground for growth is one of the most important tasks of the instructional supervisor. In understanding human potential and planning ways to develop it the supervisor also models the behavior the teacher will use with the students in the classroom. Strongly motivated teachers

and high staff morale do not happen by accident. Understanding of the concept of motivation and careful planning on the part of the instructional supervisor are determining factors in the development of an inspired and challenged staff.

Argyris, Chris. Reasoning, Learning, and Action: Individual and Organizational. San Francisco: Jossey-Bass, 1982, Chapter 9.

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25. Teacher autonomy.

Effective supervision provides opportunities for the teacher to develop those skills that enable him or her to analyze, self-evaluate and then to design new strategies and continue professional growth. Teachers learn to manage their intellectual growth. Developing autonomy in teachers increases competency in the classroom. Supervision and evaluation is not something one does to a teacher, but is a process to improve teaching. As teachers become fuller partners in the enterprise of supervision and evaluation teaching is improved.

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26. Staff development.

Staff development is a part of supervision growing out of the needs and discussions of the supervisor and the supervisee. Sergiovanni describes supervision as staff development. Effective programs are designed by teachers and supervisors together with clear goals in mind. Teachers play an important part in planning staff development to meet their needs and take a more active role by preparing and giving workshops and information sessions. Teachers sharing their first-hand information, experience and ideas with each other in both organized and informal sessions is an often overlooked, but tremendously effective resource for staff development.

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Code _____

SUPERVISOR EVALUATION INSTRUMENT

Use this form to evaluate your principal in his or her role as instructional supervisor. Indicate your response to each item by recording the appropriate letters on the line to the left of each item. Describe your principal's behavior as it is and neither overestimate nor underestimate it.

VW	The principal does this very well.
FW	The principal does this fairly well.
NI	This is not important to the principal.
B	The principal could do this better.
MB	The principal could do this much better.

- _____ 1. A variety of data is collected by the principal during classroom observations.
- _____ 2. The principal analyzes the data collected during classroom observations.
- _____ 3. The principal is a skillful observer and knows the behavior and events to note when observing in my classroom.
- _____ 4. The principal identifies behavior that discriminates against boys or girls, blacks, whites, or other racial and ethnic groups.
- _____ 5. The principal is well prepared for the conferences with teachers and effectively uses conferencing skills.
- _____ 6. The principal and I devise new teaching strategies together and the principal suggests resources to help me.
- _____ 7. The principal asks for feedback on the conferences we have.
- _____ 8. The principal sees the purpose of evaluation as improvement of teaching and professional growth.

Code _____

- ____ 9. I receive meaningful and appropriate feedback about my teaching from my principal.
- ____ 10. The principal helps me develop objectives for instruction when I need it.
- ____ 11. The principal analyzes lesson plans for effective learning activities.
- ____ 12. The principal effectively evaluates classroom instruction and helps me evaluate students.
- ____ 13. The principal communicates effectively with the staff in our school.
- ____ 14. The principal is a good listener.
- ____ 15. The principal understands and identifies nonverbal communication.
- ____ 16. The principal facilitates the resolution of conflicts that arise.
- ____ 17. The principal is a strong and effective leader.
- ____ 18. The principal responds to teachers in ways that are consistent with their individual needs and personalities.
- ____ 19. Changes (improvements) in the school are facilitated by the principal.
- ____ 20. The principal contributes to the staff working effectively together in a group.
- ____ 21. The principal provides the setting for individuals' or teachers' needs to be integrated with those of the school.
- ____ 22. The principal, working with the staff develops goals for our school that are clear to the staff, students and community.

Code _____

- _____ 23. The principal develops an open climate by facilitating teachers' work, setting high expectations, being sensitive to feedback from the staff and treating teachers in a personal way.
- _____ 24. The principal contributes to the development of high staff morale and strongly motivated teachers who are committed to our work at school.
- _____ 25. The principal provides the circumstances for teachers in our school to continually become more able to independently analyze their teaching and develop new teaching strategies on their own.
- _____ 26. The principal develops an effective staff development program with the teachers in our school.

INTERPRETING THE DATA

While studying the summary of your supervisees' responses identify important trends. Look for responses that stand out from the others because a particularly high or low number of supervisees responded in the same way.

Find areas which need improvement by looking at the Much Better (MB) and Better (B) responses. The percentage of these may not be large, but they may still indicate a trend.

Look for similar responses to questions for all or most of the elements in a cluster. These can indicate areas of strength and weakness. For example, if all or most of the items in the "Conferencing with Teachers" Cluster have been rated Very Well (VW) or Fairly Well (FW) by your staff and the items in the "Curriculum Implementation: Instruction" Cluster have several Better (B) and Much Better (MB) responses take a closer look at both Clusters. Analyze what you are doing that makes you effective in conferences; analyze what you might need to do in the area of curriculum in the classroom.

Notice items that supervisees responded to with a Not Important (NI). These items describe a perception your staff has of your behavior and it might be different from what you perceive. It could indicate areas that need improvement.

Compare your self-evaluation responses with the responses of your supervisees. Determine items on which there is strong agreement and those on which there is disagreement. Any discrepancies might indicate an area to be improved.

Discuss the results with your staff for more information on your strengths and areas needing improvement.

Remember that you are looking for trends in the responses and not necessarily percentages or numbers of responses.

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A P P E N D I X B
INFORMATION SENT TO PARTICIPANTS

1530 Gay Street
Jackson, MS 39211
November 7, 1983

✂ADDRESS✂

Dear ✂NAME✂

As the principal of an elementary school I know the difficulties in supervising teachers. Frequently I feel alone and overwhelmed. This is an exceedingly important job and I want to do it well because current research indicates that through effective supervision teachers improve their skills and children learn more in the classroom. I believe that most instructional supervisors feel this way.

Also, I am a doctoral student at the University of Massachusetts and am studying ways to provide support and training for the complex and demanding task of instructional supervision. Through my work I hope to provide some help for supervisors. However, I need in-put from people who are actually on-the-job working as principals and instructional leaders. With information from practitioners training and inservice can be improved and the profession will be enhanced.

I would like you to participate in a study I am conducting. The purpose of the study is to examine the effect of a self-evaluation process on instructional supervisors. Your name was randomly selected from a list of principals of accredited elementary schools in the Southeast.

If you agree to be involved you will do the following:

- 1) Complete the enclosed questionnaire and mail to me.
- 2) Complete a self-evaluation instrument in January 1984 and in May 1984.
- 3) Request that your staff complete the same instrument describing you as a supervisor and mail it to me in January and in May.
- 4) Between January and May focus on improving the skills you identify.
- 5) Complete a final questionnaire in May.

I know how difficult your job is and the many demands placed on

your time, but I hope you will agree to participate in this study. You will help me and contribute information to what we know about instructional supervision. Although some valuable time will be spent on this project I hope that it would be worthwhile for you because you will be strengthened professionally through the information you receive and the time you spend thinking about your own performance.

All responses will be completely confidential and no one will be identified by name or by school. Responses will be identified by a code number located in the upper right hand corner of the enclosed questionnaire.

I sincerely hope you think this project merits your support. If you decide to participate please complete the questionnaire and return it to me in the self-addressed stamped envelope by November 23rd. If you cannot participate check the appropriate statement on the questionnaire and return it to me.

I will be happy to furnish a summary of the study when it is completed if you request it. Thank you for your consideration. I wish you continued success in your career.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, Mississippi 39211
January 15, 1984

∇ADDRESS∇

Dear ∇NAME∇,

Thank you for agreeing to participate in the study exploring the effectiveness of self-evaluation as a means of professional growth for instructional supervisors. Your work will help me and I hope it will be a worthwhile endeavor for you.

As described in my initial letter to you I am asking you to do the following:

- 1) Complete a preliminary questionnaire and mail it to me.
- 2) Complete a self-evaluation instrument in January and May 1984.
- 3) Request your staff to complete the same instrument and mail it to me in January and May.
- 4) From January to May focus on improving the skills you identify.
- 5) Complete a final questionnaire in the spring of 1984.

I have received the questionnaire described in Step 1 above. Enclosed is the Self-Evaluation Instrument for Instructional Supervisors. Follow the Directions to complete the Self-Evaluation and the Analysis Sheet.

In the enclosed self-addressed stamped envelope return only the Self-Evaluation(pages 3 and 4) and the Analysis Sheet(page 6) to me by January 31st. You will need to keep a copy of the Analysis Sheet on page 6 and the rest of the packet to use as a guide from January to May to focus on improving the skills you have identified.

Under separate cover I am sending you enough copies of the evaluation for your staff with a self-addressed stamped envelope for each. Please distribute them to be returned to me by January 31st.

Thank you again for your cooperation and expertise on the behalf of better instructional supervision. I fully realize that I am asking much from you and I hope your gains are commensurate with the time and effort you are giving to this project.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, Mississippi 39211
January 13, 1984

✂ADDRESS✂

Dear Teacher,

The principal in your school is participating in a study on instructional supervision that I am conducting as a doctoral student at the University of Massachusetts. I need in-put from teachers as a part of this study and am asking you to complete the attached evaluation of your principal as an instructional supervisor.

Instructional supervision must be carefully examined because it can result in improved learning for children and provide teachers with the support they need to do their best in a demanding and extremely important role. Information from teachers is needed to understand the supervisory process and to better meet teachers' needs. That is why I am asking you to complete this evaluation and mail it to me in the self-addressed stamped envelope by January 31, 1984.

The results are confidential. Only an identifying code number will be used to match the supervisee and the supervisor. No responses will be identified with the name of the teacher or the name of the school. No individual replies will be given to the principal; only general summaries of all of the responses will be shared.

I will ask you to complete this same evaluation in May as a way of measuring any changes that may occur.

Thank you for assisting me in my work. I wish you continued success in your teaching career.

Sincerely,

Beth Canizaro

1530 Gay Street
Jackson, MS 39211
January 15, 1984

✂ADDRESS✂

Dear ✂NAME✂,

Enclosed are the copies of the evaluation for your staff with a cover letter and a self-addressed stamped envelope for each teacher. Also enclosed are copies of the "Description of the Elements of Instructional Supervision" for teachers to use as a reference as they complete the Supervisor Evaluation.

Make the "Description of the Elements of Instructional Supervision" available to the teachers to use and give an evaluation, letter, and envelope to each teacher and ask them to mail them to me by January 31, 1984.

Thank you again for your time and effort.

Sincerely,

Beth C. Canizaro

DESCRIPTION OF THE ELEMENTS
OF
INSTRUCTIONAL SUPERVISION ©

The attached Description of Elements can provide useful information for teachers as they complete the supervisor evaluation. If there is any item on the evaluation instrument that is unclear, find the element description that corresponds to the number on the evaluation form. After reading the description complete the item on the evaluation.

Beth Chihan Canizaro
School of Education
University of Massachusetts
Amherst, Massachusetts
January 1984

1530 Gay Street
Jackson, Mississippi 39211
(601) 982-8763 home
(601) 355-1175 office

DESCRIPTION OF THE ELEMENTS OF INSTRUCTIONAL SUPERVISION

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data.

The classroom is a complex setting with many interactions going on at one time. It is essential to understand the variety of ways to collect data as well as the situations in which they are most effective. A picture of the classroom emerges from this collection of information. Accurate and sufficient data provide information for the dialogue between teacher and supervisor to improve teaching.

2. Analysis of data.

Data are used to analyze the events in the classroom; patterns in teaching can be identified and critical incidents indicated. The data from the classroom become meaningful through the analysis. The supervisor and teacher describe those elements in the teaching behavior that are strengths and those that can be improved. Through the examination of the data the teacher and supervisor analyze teaching behavior, identify specific areas on which to focus and devise ways to improve.

3. Observation of teaching.

The complex classroom setting has many behaviors, activities and components to be observed. Persons can select vastly different details from the same setting. Skills in observation can be developed through understanding and practice. The instructional supervisor learns to separate the important from the non-important and to clearly identify the frame of reference one brings to the classroom observation. Knowing what is essential and paying careful attention to it will provide the instructional supervisor with valuable data for the conference with the teacher. Carefully selected data are important because they are the basis for decisions on the improvement of teaching.

4. Sex and race bias.

An individual's perception (accurate or distorted) of a situation influences his or her behavior. Professionals must examine their attitudes towards others - males, females, blacks, whites, ethnic groups. Stereotypes that are common in our society can influence our thinking, our attitudes and our behavior without a conscious confirmation on our part. As professionals analysis of our perceptions is essential.

CONFERENCING WITH TEACHERS

5. Conferencing skills.

Conferences with teachers are a vital part of the supervisory process. Consideration is given to what has occurred prior to the conference and what will occur after the conference in the teacher's development and in the supervisor-teacher relationship. Outcomes of the conference affect the teacher and supervisor and influence the entire school environment.

The skill level of the supervisor can make the difference between an effective conference and one that is not. Interaction between supervisor and teacher provides insight into the complexities of teaching and can lead to the improvement of the teacher's work in the classroom.

6. Identifying strategies for the improvement of teaching.

In the conference the supervisor and teacher together examine the current teaching behavior and explore possible alternatives and ways to improve. Just as we can sharpen our skills in playing tennis by analyzing our game, teaching can be improved by analyzing teaching behavior and devising new strategies to improve it. The instructional supervisor frequently suggests new strategies and resources which the teacher uses to further develop as a professional.

7. Teacher's evaluation of the conference.

For the supervisor and teacher to grow and become more adept at conferencing it is necessary for both to review and assess the conference. This serves a dual goal: to provide feedback for the supervisor and to give the teacher an opportunity to act as a colleague and discuss the work together with the supervisor. In the supervisory process both the teacher and the supervisor develop professionally. The teacher's evaluation of the conference is one of the ways to encourage growth of supervisor and supervisee.

8. Process of evaluation.

Evaluation is not something one does to a teacher, but it is a means to improve teaching. Evaluation is a process. We plan; we do; we assess or evaluate and then begin again improving each time. Identifying existing strengths in the teacher is a crucial, but sometimes overlooked part of this process. Knowing one's strengths is important because these strengths can be further refined. The teacher spends time developing competencies rather than shoring up lesser skills. The goal is to continue to become better at what we are doing. Understanding evaluation in this way enables the supervisor to develop a positive approach and give teachers the opportunities to improve their work.

9. Feedback skills.

Skills in providing feedback are necessary for the instructional supervisor. For effective change in behavior there must be continuous opportunities to observe results and to know the consequences of our decisions. Communicating with teachers about their teaching behavior is at the heart of the supervisory process. The negative aspects of feedback such as judgement, fear, threat and defensiveness are minimized and the goal of evaluation - assessment in order to improve - is emphasized.

CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives.

Objectives are necessary to give us direction in whatever we are doing. A clear idea of expected outcomes enables us to plan intelligently and effectively. Teachers use objectives as a road map for classroom instruction. Through a critical review of objectives and the forces influencing them the teacher knows more clearly why she or he is making certain decisions. This review prevents going in directions that do not lead to accomplishment of identified goals. Specific, well understood objectives commit one to some expected outcomes, to a certain course of action. Without objectives we cannot decide if we have actually succeeded in what we set out to do. Also, establishing goals is a necessary step because there is so much that students can learn - much more than there is time to teach- and we define our priorities through our goals.

11. Instructional implementation.

Learning activities are designed to teach students in the classroom. It is necessary to analyze learning activities to find out what it is they actually teach, why they were selected, how they were designed and the effect they have on learners. Making conscious decisions throughout the process of developing activities for the students helps insure that the learning we want to take place does. Certain instructional and learning processes have consistently helped students achieve at higher levels. Knowing these successful processes and the variables in classroom learning is essential for the instructional supervisor.

12. Instructional evaluation.

Evaluation is a far more complex process than simply assigning grades. Both strengths and "next steps" are described. Through the evaluation process we diagnose, that is, we assess strengths and weaknesses. With this information we improve our program, our lesson, our conference, our work. Tests are only one way to evaluate students. We can observe students completing specific work; discuss the process the student went through to reach a certain point; read the student's daily log or journal. The instructional supervisor is

familiar with a variety of methods of evaluation and uses the information to re-plan and re-design.

COMMUNICATION

13. Definition and scope of communication.

When we think of communicating we immediately think of speaking. However, verbal communication is only one aspect of this multifaceted subject.

A communication system exists in any institution; it is the means to transmit ideas, values, feelings and information. Communicating between human beings is a complex process. Our own experiences, unconscious connections and perceptions influence what we say and what we hear others say. Our feelings also play an important role in communicating to others. What is communicated is not what is intended, but what is comprehended.

For the instructional supervisor it is necessary to understand both the communication system of the school organization and the skills necessary for effective communication between individuals.

14. Listening skills.

Good interpersonal relationships require that one be a good listener. Through skillful listenings the supervisor discovers the interests and needs of teachers. When a supervisor imposes his or her own agenda the teacher is not encouraged to share concerns, problems and successes. Active listening is an invaluable skill for a leader to understand and use. Knowing that teaching is a lonely job helps the supervisor meet the needs of teachers by listening. Effective listening on the part of the supervisor can promote the development of humane relationships and climate, as well as provide an opportunity for growth for teachers.

15. Nonverbal communication.

Human beings do not communicate only through language. Facial expressions, gestures, actions, eye contact, stance and space send messages. "Actions speak louder than words" is an adage that confirms the importance of nonverbal communication. What is not said may be more meaningful than what is said. More than the spoken word is communicated when people talk to each other. Nonverbal interaction includes the visual dimension and the affective portions of the aural dimension such as inflection. Instructional supervisors can record nonverbal behaviors in their observations to provide more information for teachers and can be aware of messages others send through nonverbal communication.

16. Conflict resolution.

In settings where human beings are working together it is inevitable that conflicts will arise. A leader resolves them in a

way that promotes growth rather than in one that develops more deeply imbedded problems. Without conflict there would be no innovations or challenging of existing norms. "Problems are opportunities in work clothes" describes succinctly the positive nature of conflicts.

It is well to note that the goal of resolving conflicts is not necessarily agreement. An environment for personal and professional growth not only accepts but welcomes diversity of opinion and differing ideas. Acceptance does not mean the same as agreement. An accepting atmosphere reduces the feelings of threat and makes possible more open approaches to examining self and the world, but does not demand that everyone agree.

LEADERSHIP

17. Leadership behavior.

The supervisor is the instructional leader who provides focus and direction. Leadership uses neither indoctrination nor coercion, but raises the levels of motivation reciprocally. Effective leadership is a powerful tool for developing an environment where students, teachers and supervisor grow and learn.

18. Supervisory orientation.

It is important for supervisors to respond to individual differences among their teaching staff. All human beings have unique combinations of experiences, information and feelings and thus respond to individuals and situations in different ways. Supervisors who are sensitive to such differences utilize a variety of approaches with their supervisees.

19. Process of change.

In the past change has largely been accomplished based on a seat-of-the-pants approach. Using the experience of practicing change agents the supervisor can plan change and ease a difficult process. The leader both maintains the organization the way it is and improves or changes it. Understanding the process of change, how it takes place and the attitudes, values and behaviors that act as barriers and facilitators enables the instructional supervisor to plan improvements in the school setting.

20. Effective group skills.

Staff development, faculty meetings, and planning meetings are some of the groups in the school setting. Understanding how groups function enhances the effectiveness of the instructional supervisor. There are patterns to the behavior of groups and individuals within those groups. The dynamics of the interaction among group members must be clearly understood to plan and work productively in a group setting.

21. The school as an organization.

Through organizational structures society orders human existence, manages and accommodates human needs and transmits values of the past. When institutional goals and human beings' needs conflict problems arise. Furthermore, in the school organization one finds isolation, formalization, preoccupation with efficiency, and status differential that can frustrate educational change. However, working to effect change in the human aspects of the school's organization will increase the school's effectiveness.

22. Setting goals.

Goal focus has been positively correlated with leadership effectiveness. A strong sense of direction for the organization, the leadership and the members is developed by all members of the organization knowing and understanding the goals and being committed to them.

23. Climate of the school.

Personality is to the individual what climate is to an organization. It includes such items as staff morale, the use of power and authority, and the amount of trust placed in the staff. The climate of the school can affect in large measure its effectiveness and have a positive effect on pupil attitudes and learning.

HUMAN RESOURCES

24. Human potential.

Encouraging the human spirit and providing a fertile ground for growth is one of the most important tasks of the instructional supervisor. In understanding human potential and planning ways to develop it the supervisor also models the behavior the teacher will use with the students in the classroom. Strongly motivated teachers and high staff morale do not happen by accident. Understanding of the concept of motivation and careful planning on the part of the instructional supervisor are determining factors in the development of an inspired and challenged staff.

25. Teacher autonomy.

Effective supervision provides opportunities for the teacher to develop those skills that enable him or her to analyze, self-evaluate and then to design new strategies and continue professional growth. Teachers learn to manage their intellectual growth. Developing autonomy in teachers increases competency in the classroom. Supervision and evaluation is not something one does to a teacher, but is a process to improve teaching. As teachers become fuller partners in the enterprise of supervision and evaluation teaching is improved.

26. Staff development.

Staff development is a part of supervision growing out of the needs and discussions of the supervisor and the supervisee. Sergiovanni describes supervision as staff development. Effective programs are designed by teachers and supervisors together with clear goals in mind. Teachers play an important part in planning staff development to meet their needs and take a more active role by preparing and giving workshops and information sessions. Teachers sharing their first-hand information, experience and ideas with each other in both organized and informal sessions is an often overlooked, but tremendously effective resource for staff development.

1530 Gay Street
Jackson, MS 39211
February 21, 1984

✂ADDRESS✂

Dear ✂NAME✂,

I have received only a small percentage of Supervisor Evaluations from your staff. Would you please remind the teachers to complete the evaluation and mail it to me? I am reluctant to ask for more of your time, but it is essential to the success of this study.

For your convenience I have enclosed a few extra evaluations with self-addressed stamped envelopes in the event that the original ones have been misplaced.

Thanks again for your help.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, MS 39211
May 2, 1984

✂ADDRESS✂

Dear ✂NAME✂,

Thank you again for participating in the study I am conducting as a part of my doctoral work at the University of Massachusetts. I have received your Self-Evaluation and the evaluation by your staff. The final parts of the study to be completed are:

- 1) a second Self-Evaluation by you to measure any changes
- 2) a final questionnaire
- 3) a second evaluation by your staff to measure any changes

Please complete the Self-Evaluation and the Final Questionnaire both of which are enclosed and mail them to me in the self-addressed stamped envelope by May 25th.

Evaluations for your staff are being mailed under separate cover. I would appreciate it if you would encourage the teachers to complete them and mail them to me no later than May 25th.

I appreciate the tremendous help you have given me in making this study possible and hope that it was useful for you. I wish you continued success in your career.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, Mississippi 39211
May 2, 1984

VADDRESSV

Dear Teacher,

Thank you for participating in the study I am conducting. Several months ago you completed an evaluation of your principal and I am asking you to complete a second evaluation to measure any changes that might have occurred in the past three months. Attached is a second evaluation for you to complete and indicate any changes. Your in-put is extremely valuable because information from teachers helps us understand the supervisory process.

Please complete the evaluation and mail it to me in the self-addressed stamped envelope by May 25, 1984. The results are completely confidential. Only an identifying code number will be used to match the supervisee and the supervisor. No responses will be identified with the name of the teacher or the name of the school. No individual replies will be given to the principal.

I know that teaching is a demanding job and it is difficult to find extra time in your busy schedule, but it is extremely important for the success of this study that you take the approximately ten minutes to complete the evaluation a second time.

Thank you again for assisting me in my work and making this study possible. I wish you continued success in your teaching career.

Sincerely,

Beth Canizaro

1530 Gay Street
Jackson, Mississippi 39211
May 2, 1984

✂ADDRESS✂

Dear ✂NAME✂,

Enclosed are the copies of the evaluation for your staff with a cover letter and a self-addressed stamped envelope for each teacher. Also enclosed are copies of the "Description of the Elements of Instructional Supervision" for teachers to use as a reference as they complete the Supervisor Evaluation.

Make the "Description of the Elements of Instructional Supervision" available to the teachers to use and give an evaluation, letter, and envelope to each teacher and ask that they be mailed to me by May 25, 1984. It is extremely important that the teachers complete this second evaluation. Please encourage them to do so.

Thank you again for your time and effort.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, MS 39211

June 20, 1984

Dear

As a participant in the study I am conducting your responses are extremely important. However, I have not received your Self-Evaluation Instrument and the Final Questionnaire that was sent in May. I know that this is a busy time of year for principals and I am reluctant to ask for more of your time, but I would encourage you to send me this information.

Because your reply is significant to the success of this study I would appreciate your completing both the Self-Evaluation Instrument and the Final Questionnaire. I have enclosed copies of both in case the original ones have been misplaced.

Thank you again for your help.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, MS 39211

August 1, 1984

✂ADDRESS✂

Dear ✂NAME✂,

HELP!!! I know that I am the last person from whom you would like a letter. But before you throw this in the trash because you are tired of me and my work please develop a little sympathy for a struggling graduate student. I need YOUR IDEAS ... really!

The Final Questionnaire you sent to me was not complete and it is crucial that I know what you think about self-evaluation (not about persistent graduate students) for this study. I have enclosed another copy of the Questionnaire with only the parts that you need to complete. Please complete and mail it to me in the enclosed self-addressed stamped envelope.

However, if it is more convenient for you I would be more than happy to call you at your convenience and complete the Questionnaire over the telephone. Enclosed is a self-addressed stamped card for you to indicate the time and day for me to call you.

PLEASE complete the questionnaire OR the card and return it to me.

I hope I have not permanently discouraged you from ever participating in a doctoral study again. I know at this point you wish that your name would appear in a random selection for a Million Dollar Giveaway rather than a time-consuming study. I hope some day it does.

Sincerely,

Beth C. Canizaro

1530 Gay Street
Jackson, MS 39211
November 1, 1984

✂ADDRESS✂

Dear ✂NAME✂,

Thank you for participating in the study I conducted for my doctoral thesis. I appreciate the time, effort, and energy you and your staff contributed to it. I hope you will be able to continue to use the materials that you received from me.

Enclosed is a summary of the responses of your staff on each question of the supervisor evaluations in both January and May, information on interpreting the data and, for easy reference, a copy of the Outline of Elements of the Supervisory Process.

As a group the evaluations by the supervisees and the self-evaluation of the supervisor were similar in both January and May; a slight improvement in both self-evaluations and supervisor evaluations was found in the results in May.

Thank you again for your help and please thank your staff for me. I know that your job is not an easy one and I sincerely appreciate the professionalism implied by your participation. I wish you continued success in the 1984-1985 academic year.

Sincerely,

Beth Chihan Canizaro

A P P E N D I X C

Data

TABLE 6
SUMMARY OF PRELIMINARY QUESTIONNAIRE FROM
PARTICIPANTS WITH NUMBER OF RESPONSES
FOR EACH ITEM

<u>AGE</u>		<u>RACE</u>		<u>GENDER</u>	
Younger than 30	0	White	11	Female	4
30 to 39	3			Male	7
40 to 50	7				
51 or older	1				

<u>DEGREE</u>		<u>TYPE OF COMMUNITY</u>		<u>CURRENT POSITION</u>	
Bachelor Degree	0	Large	5	Principal	11
Master Degree	7	Medium	3		
Specialist Degree	2	Small	3		
Doctorate Degree	2				

<u>NUMBER OF YEARS:</u>	<u>IN CURRENT POSITION</u>	<u>AS A SUPERVISOR</u>	<u>AS A TEACHER PRIOR TO SUPERVISING</u>
Three or under	5	2	2
Four to nine	3	3	6
Ten or more	3	6	3

<u>SUBJECTS AND LEVELS TAUGHT</u>			
Elementary-Self-contained Classroom	4	College	1
Elementary- Departmentalized	5	Secondary	2
Remedial Teacher	1		
Guidance Director	1		

TABLE 6 Continued

NUMBER OF TEACHERS SUPERVISED

Twenty-five or less	3
Twenty-six to thirty-five	3
Thirty-six to forty-five	4
More than forty-five	1

WORKSHOPS ATTENDED SINCE SEPTEMBER 1982

National	4
State	15
Local	19

One participant did not attend any workshops.

MOST HELPFUL PROFESSIONAL ORGANIZATION

Association of Elementary School Principals (or local affiliate)	4
NEA (or local affiliate)	2
Phi Delta Kappa	3
ASCD	2
International Reading Association	2
Middle School Association	1
None	1

TABLE 7
 FREQUENCY OF EACH KIND OF RESPONSE ON EACH ITEM
 ON JANUARY SELF-EVALUATIONS

Item Number	Kind of Response					
	VW	FW	NI	B	MB	0
1	3	8				
2	3	7		1		
3	3	7		1		
4	2	3		1		
5	2	5		4		
6	2	8		1		
7	1	1	1	6	2	
8	1	9		1		
9	2	9				
10	1	6	1	3		
11	1	4	2	4		
12	1	8	1		1	
13	5	5		1		
14	3	6		2		
15	3	5	1	2		
16	1	6		4		
17	4	6		1		
18	6	2		3		
19	7	2		2		
20	6	4		1		
21	2	7		2		
22	3	6		2		
23	4	5		2		
24	5	4		2		
25	1	5		4	1	
26	1	5		4	1	
Totals	78	143	6	54	5	0

TABLE 8
 FREQUENCY OF EACH KIND OF RESPONSE ON EACH ITEM
 ON MAY SELF-EVALUATIONS

Item Number	Kind of Response					
	VW	FW	NI	B	MB	O
1	6	5				
2	5	6				
3	3	6		2		
4	5	5	1			
5	3	7		1		
6	3	7		1		
7	2	3	1	3	2	
8	3	7		1		
9	3	8				
10	4	4		3		
11	4	3	2	2		
12	3	6	1	1		
13	5	6				
14	5	4		2		
15	3	7		1		
16	3	8				
17	5	5		1		
18	2	8		1		
19	6	5				
20	6	4		1		
21	4	4		3		
22	4	7				
23	5	6				
24	4	5		2		
25	4	6		1		
26	5	2		4		
Totals	105	144	5	30	2	0

TABLE 9
 FREQUENCY OF EACH KIND OF RESPONSE ON EACH ITEM
 ON JANUARY SUPERVISOR EVALUATIONS

Item Number	Kind of Response					
	VW	FW	NI	B	MB	O
1	123	51	10	16	4	12
2	114	56	9	14	8	15
3	138	53	4	9	3	9
4	115	57	20	9	4	11
5	141	59	0	9	4	3
6	85	63	6	35	20	7
7	114	55	12	24	7	4
8	150	41	7	13	1	4
9	111	55	4	25	15	6
10	79	76	13	26	13	9
11	88	55	28	26	6	13
12	95	69	12	25	6	9
13	143	47	1	16	8	1
14	146	44	1	14	9	2
15	122	70	1	16	3	4
16	125	64	0	20	5	2
17	132	60	1	17	5	1
18	118	63	1	19	14	1
19	140	59	2	11	2	2
20	138	58	0	16	3	1
21	105	81	5	23	1	1
22	138	58	2	15	2	1
23	131	54	2	22	5	2
24	130	54	0	19	12	1
25	103	78	2	27	1	5
26	106	67	8	29	3	3
Totals	3,130	1,547	151	495	164	129

TABLE 10
 FREQUENCY OF EACH KIND OF RESPONSE ON EACH ITEM
 ON MAY SUPERVISOR EVALUATIONS

Item Number	Kind of Response					
	VW	FW	NI	B	MB	0
1	97	64	4	11	1	4
2	104	56	2	14	0	5
3	118	47	0	14	0	2
4	98	53	10	7	3	10
5	121	42	1	11	5	1
6	71	59	12	22	10	7
7	103	52	6	12	7	1
8	121	48	2	6	2	2
9	95	51	1	22	9	3
10	69	58	11	26	12	5
11	76	60	16	15	6	8
12	84	65	3	17	7	5
13	111	41	0	15	13	1
14	113	40	0	18	10	0
15	92	59	4	16	5	5
16	99	52	0	21	9	0
17	109	45	0	22	5	0
18	95	48	1	22	13	2
19	114	50	1	12	2	2
20	111	50	2	14	3	1
21	87	77	3	10	3	1
22	103	62	0	10	5	1
23	100	52	2	17	8	2
24	104	43	0	23	10	1
25	96	60	1	18	4	2
26	83	60	5	24	6	3
Totals	2,574	1,394	87	419	158	74

TABLE 11
 RANKED LIST OF THE FREQUENCY OF EACH KIND OF
 RESPONSE ON EACH ITEM ON JANUARY
 SUPERVISOR EVALUATIONS

	VW	FW	NI	B	MB	0
FIRST QUARTILE	150	81	28	35	20	15
	146	78	20	29	15	13
	143	76	13	27	14	12
	141	70	12	26	13	11
	140	69	12	26	12	9
	138	67	10	25	9	9
	138	64	9	25	8	9
SECOND QUARTILE	138	63	8	24	8	7
	132	63	7	23	7	6
	131	60	6	22	6	5
	130	59	5	20	6	4
	125	59	4	19	5	4
	123	58	4	19	5	4
	122	58	2	17	5	3
THIRD QUARTILE	118	57	2	16	4	3
	115	56	2	16	4	2
	114	55	2	16	4	2
	114	55	1	16	3	2
	111	55	1	15	3	2
FOURTH QUARTILE	106	54	1	14	3	1
	105	54	1	14	3	1
	103	53	1	13	2	1
	95	51	0	11	2	1
	88	47	0	9	1	1
	85	44	0	9	1	1
	79	41	0	9	1	1

TABLE 12
 RANKED LIST OF THE FREQUENCY OF EACH KIND OF
 RESPONSE ON EACH ITEM ON MAY
 SUPERVISOR EVALUATIONS

	VW	FW	NI	B	MB	0
FIRST QUARTILE	121	77	16	26	13	10
	121	65	12	24	13	8
	118	64	11	23	12	7
	114	62	10	22	10	5
	113	60	6	22	10	5
	111	60	5	22	10	5
	111	60	4	22	9	5
SECOND QUARTILE	109	59	4	21	9	4
	104	59	3	18	8	3
	104	58	3	18	7	3
	103	56	2	17	7	2
	103	53	2	17	6	2
	100	52	2	16	6	2
THIRD QUARTILE	99	52	2	15	5	2
	98	52	1	15	5	2
	97	51	1	14	5	2
	96	50	1	14	5	1
	95	50	1	14	4	1
	95	48	1	12	3	1
	92	48	0	12	3	1
FOURTH QUARTILE	87	47	0	11	3	1
	84	45	0	11	2	1
	83	43	0	10	2	1
	76	42	0	10	1	0
	71	41	0	7	0	0
	69	40	0	6	0	0

TABLE 13
 FREQUENCY OF EACH TYPE OF REPLY ON PART I
 OF THE FINAL QUESTIONNAIRE

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No response	
2	6	3				1. The Self-Evaluation Instrument was useful to me as an instructional supervisor.
	7	4				2. I will use the Self-Evaluation Instrument or parts of it in the future.
		3	6	1	1	3. The Self-Evaluation Instrument was not useful to me as an instructional supervisor.
		3	5	2		4. I will not use any part of the Self-Evaluation Instrument again.
	10				1	5. The resources listed on Pages 8-25 of the Self-Evaluation Instrument were useful to me.
	9	2				6. I will use the resources in the future.
	7	4				7. The Self-Evaluation Instrument helped me to improve my skills as an instructional supervisor.
	4	7				8. The Self-Evaluation Instrument gave me new information that makes me a more effective instructional supervisor.

TABLE 13 Continued

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No response	
	10	2				9. The Self-Evaluation Instrument would be useful to train instructional supervisors.
3	7	1				10. Self-evaluation can be used to help instructional supervisors grow professionally.
	8	3				11. Participating in this study was a positive learning experience for me.
		4	6	1		12. Participating in this study was a waste of time for me.

Comments: One supervisor wrote a comment: "Time was the factor. This was such an extensive study, and it is hard to find the time to receive the benefits. I feel the teachers feel the same way. It came at a busy time of year. It would have been better earlier in the year."

Code Number _____

FINAL QUESTIONNAIRE
FOR
INSTRUCTIONAL SUPERVISORSPART I

Indicate your response to each statement by recording the appropriate letters on the line to the left of each statement.

SA I strongly agree with the statement.
A I agree with the statement.
N I am neutral; I neither agree nor disagree.
D I disagree with the statement.
SD I strongly disagree with the statement.

- _____ 1. The Self-Evaluation Instrument was useful to me as an instructional supervisor.
- _____ 2. I will use the Self-Evaluation Instrument or parts of it in the future.
- _____ 3. The Self-Evaluation Instrument was not useful to me as an instructional supervisor.
- _____ 4. I will not use any part of the Self-Evaluation Instrument again.
- _____ 5. The resources listed on Pages 8-25 of the Self-Evaluation Instrument were useful to me.
- _____ 6. I will use the resources in the future.
- _____ 7. The Self-Evaluation Instrument helped me to improve my skills as an instructional supervisor.
- _____ 8. The Self-Evaluation Instrument gave me new information that makes me a more effective instructional supervisor.
- _____ 9. The Self-Evaluation Instrument would be useful to train instructional supervisors.
- _____ 10. Self-evaluation can be used to help instructional supervisors grow professionally.

Code Number _____

- _____ 11. Participating in this study was a positive learning experience for me.
- _____ 12. Participating in this study was a waste of time for me.

Comments:

PART II

Answer these questions by describing your own experience as fully as possible. If you need more space to write please use the back side of the paper and write the question number next to your response.

1. If you discussed the Self-Evaluation with other principals or colleagues what did you tell them about using it?

2. How did you use the resources on Pages 8-25? Which ones did you use?

3. How helpful were the resources to you as an instructional supervisor?

Code Number _____

4. Which part(s) of this packet will be useful to you in the future? List the part(s) and the possible use(s).
- | <u>Part</u> | <u>Possible Uses</u> |
|-------------|----------------------|
|-------------|----------------------|
5. What is the most valuable aspect of the Self-Evaluation Instrument for you?
6. What is the least valuable aspect?
7. What changes did the Self-Evaluation Instrument promote in your behavior as an instructional supervisor?
8. What would you change in the Self-Evaluation Instrument?

Code Number _____

9. How effective was the Self-Evaluation Instrument in describing the understandings, attitudes, and competencies of the instructional supervisor?

10. Please comment on your feelings about the use of self-evaluation for professional improvement?

11. What effect did the Supervisor Evaluation completed by your staff have on your work as an instructional supervisor?

12. What effect did the Supervisor Evaluation completed by the teachers have on your staff?

Comments:

Code Number _____

PART III

Indicate on this list the elements you might delete, those you might change and any you might wish to add as well as comments about any of them.

OBSERVATION AND ANALYSIS OF TEACHING

1. Collection of data
2. Analysis of data
3. Observation of teaching
4. Sex and race bias

CONFERENCING WITH TEACHERS

5. Conferencing skills
6. Identifying strategies for the improvement of teaching
7. Teacher's evaluation of the conference
8. Process of evaluation
9. Feedback skills

CURRICULUM IMPLEMENTATION: INSTRUCTION

10. Instructional objectives
11. Instructional implementation
12. Instructional evaluation

COMMUNICATION

13. Definition and scope of communication
14. Listening skills
15. Non-verbal communication
16. Conflict resolution

LEADERSHIP

17. Leadership behavior
18. Supervisory orientation
19. Process of change
20. Effective group skills
21. The school as an organization
22. Setting goals
23. Climate of the school

HUMAN RESOURCES

24. Human potential
25. Teacher autonomy
26. Staff development

Comments:

TABLE 14

NUMERICAL COMPARISONS OF SELF-EVALUATIONS AND

SUPERVISOR EVALUATIONS IN JANUARY

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
BL111																											
Self-Evaluation	5	5	5	4	3	4	3	4	4	4	4	4	5	4	3	3	5	4	5	5	4	5	5	5	5	4	5
Supervisor Evaluations	5	5	5	4.3	5	5	4.6	5	4.3	4.6	4.7	5	4.8	4.8	4.7	4.8	5	4.7	4.8	4.8	4.8	4.8	5	5	5	4.3	5
BM208																											
Self-Evaluation	4	4	4	3	4	4	3	4	4	3	4	4	3	3	4	3	4	3	3	3	3	4	4	4	3	3	3
Supervisor Evaluations	4.8	4.6	4.6	4.1	4.7	4.5	4.7	4.8	4.6	4	3.8	4.3	4.1	3.7	4	4.4	4.5	3.4	4.3	4.2	3.6	4.4	3.8	3.7	4.5	4.4	
CM62																											
Self-Evaluation	4	4	4	5	4	4	3	4	4	4	4	4	5	5	4	4	4	5	5	4	4	3	5	4	4	4	
Supervisor Evaluations	4.6	3.1	3.8	3.9	4.1	3.8	4.2	4.6	4	3.5	2.7	3.5	4.5	5	3.9	4.6	4.1	4.5	4.5	4.5	4.2	3.8	4.7	4.2	4.1	4.2	
CS201																											
Self-Evaluation	5	4	5	5	4	5	1	4	4	4	5	4	5	4	4	4	5	5	5	4	4	4	4	4	5	4	4
Supervisor Evaluations	4.4	4.5	4.9	3.6	4.5	4	4	4.4	3.9	4.1	4.4	4	4.1	4.3	4	4.5	4.2	3.8	4.6	4.6	4.1	4.4	4.3	4.2	4.1	3.7	

TABLE 14 Continued

Item Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
DL 44																												
Self-Evaluation	4	5	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	
Supervisor Evaluations	4	4.1	4.5	4.6	4.5	3.9	4.5	4.5	4.3	4.2	3.6	4.1	4.8	4.9	4.8	4.9	4.8	4.7	4.9	4.8	4.6	5	4.7	4.9	4.6	4.2		
DM12																												
Self-Evaluation	4	4	4	5	3	4	3	4	4	1	1	1	4	4	5	4	4	5	4	5	4	4	5	4	5	4	3	4
Supervisor Evaluations	4	4.4	4.5	3.9	4.5	4	3.9	4.3	4.3	3.6	2.9	3.8	4.4	4.6	3.8	4.2	4.2	4.2	4.6	4.3	4.5	4.6	4.5	4.3	4.1	4.4		
DM18																												
Self-Evaluation	4	3	5	5	4	3	2	3	5	5	3	2	5	5	5	3	5	5	5	5	5	3	5	5	5	2	2	
Supervisor Evaluations	2.4	2.3	3.4	3	4.1	3	3.3	3.8	3.1	2.8	2.3	3	4	4.3	4.2	4	4.2	3.8	4	4.1	3.9	4.2	3.8	3.8	3.6	3.6		
DM26																												
Self-Evaluation	4	4	3	4	3	4	2	4	4	4	4	4	5	5	4	5	4	5	5	5	4	4	4	4	5	5	4	
Supervisor Evaluations	3.6	3.4	3.7	3.6	4	3.1	3.4	3.8	3.3	3.2	4	3.4	4.2	4	4.1	3.8	3.7	3.8	4.1	3.9	3.9	3.9	3.7	4	3.9	3.6		

TABLE 15

NUMERICAL COMPARISONS OF SELF-EVALUATIONS AND SUPERVISOR EVALUATIONS IN MAY

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
BL111																										
Self-Evaluation	5	5	5	4	4	5	3	5	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5
Supervisor Evaluations	5	5	5	4.8	5	4.5	4.8	5	5	4.7	4.3	4.6	5	5	4.7	4.5	4.8	5	4.7	5	5	5	5	5	5	4.8
BM208																										
Self-Evaluation	5	5	4	4	4	4	1	4	4	3	4	4	4	3	4	4	4	4	4	4	5	3	4	4	3	5
Supervisor Evaluations	4.6	4.6	4.6	3.7	4.8	3.7	4.7	4.6	4.9	3.5	3.8	4	3.8	3.7	4.2	4	4.3	3.6	4.4	4.2	4.2	4.2	4.5	4.2	3.9	4.6
CM62																										
Self-Evaluation	5	4	4	5	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	5	4	4	4	4	4	4
Supervisor Evaluations	3.5	2.2	4.2	4.5	4.5	2.2	3.4	4.7	3.7	3.4	3.2	3.9	3.2	4.7	3.9	4.2	3.9	4.2	4.2	4.2	4.5	4.2	4.2	4.2	4.2	3.9
CS201																										
Self-Evaluation	5	5	5	5	4	4	4	4	4	4	1	1	4	4	5	4	4	4	4	5	5	4	4	5	4	4
Supervisor Evaluations	3.9	4.3	4.5	4.1	4.2	4.1	4.3	4.4	4.5	4	3.5	3.8	3.7	4.8	4.3	4	4.2	4.3	4.4	3.8	4.1	4.5	4.4	4.4	4.1	4.3

TABLE 15 Continued

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
DL44																										
Self-Evaluation	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3
Supervisor Evaluations	4.4	4.4	4.6	4.3	4.8	3.6	4.6	4.6	4.1	3.8	3.3	4.5	4.6	4.5	4.4	4.5	4.6	4.5	4.6	4.5	4.5	4.5	4.8	4.5	4.7	4.2
DM12																										
Self-Evaluation	5	5	4	5	4	4	4	4	4	4	1	4	4	4	5	4	4	4	5	5	4	4	5	4	4	4
Supervisor Evaluations	3.9	4.3	4.5	4.1	4.2	4.1	4.3	4.4	4.5	4	3.5	3.8	3.7	4.8	4.3	4	4.2	4.3	4.4	3.8	4.1	4.5	4.4	4.1	4.3	4.1
DM18																										
Self-Evaluation	5	5	5	1	5	4	2	4	5	5	5	5	5	5	4	4	5	4	5	5	5	4	5	5	4	5
Supervisor Evaluations	4.2	4.5	4.5	4.7	5	4.8	4.7	4.7	4.6	4.2	4.5	5	5	4.8	4.5	4.8	4.8	4.7	4.8	4.8	4.8	4.8	4.7	5	5	5
DM26																										
Self-Evaluation	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	5	5	5	5
Supervisor Evaluations	3.5	3.6	3.9	3.6	3.7	3	3.4	4.2	3.6	3	3.4	3.1	4.2	4	3.7	3.6	3.5	4.4	3.7	3.9	3.9	3.7	3.6	3.5	3.4	3.3

TABLE 15 Continued

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
<i>DS 22</i>																										
Self-Evaluation	4	4	4	5	5	4	5	5	4	3	3	3	5	4	4	4	5	5	4	3	3	5	4	4	4	3
Supervisor Evaluations	4.6	4.6	4.6	3.8	4.6	3.4	4.2	4.6	4.2	3.9	3.4	4	4.4	4.1	4	4.4	4.5	4.1	4.5	4.5	4.3	4.4	4.3	4.2	4.1	3.6
<i>EL 06</i>																										
Self-Evaluation	4	4	4	5	4	4	3	4	4	4	1	4	4	4	4	4	5	4	5	4	4	5	4	5	4	5
Supervisor Evaluations	4.2	3.9	4.1	3.7	4.2	3.2	3.8	4.4	4.3	3.7	3.1	3.4	4.4	4.2	3.8	3.9	4.1	4	4.5	4.3	4.1	4.3	4.4	4.6	4.2	4.6
<i>ES 28</i>																										
Self-Evaluation	4	4	3	4	3	3	2	4	4	4	3	4	4	3	3	4	3	3	4	4	4	4	4	4	3	3
Supervisor Evaluations	3.8	3.8	4	3.6	4.2	3.3	3.7	4.2	3.6	3	3.3	3.7	4.3	4.5	4.1	4.5	4.6	4	3.9	4.3	3.7	3.9	3.7	4	3.6	3.6
Self-Evaluation																										
Supervisor Evaluations																										

Code Number BL 111

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Cluster Item Number	Number of Each Type of Response to Each Item																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
JANUARY																											
VW	11	11	11	8	11	11	8	11	11	9	8	9	11	10	10	9	10	11	9	10	10	10	11	11	8	11	
FW	1						2			1	3	2		1	1	2	1		2	1	1	1				2	
NI	1																										
B	1																										
MB																											
No answer																											
I																											

*Self-evaluation VW VW VW FW B FW B FW FW FW FW FW FW B VW FW VW VW FW VW VW VW FW VW

MAY																											
VW	11	11	11	10	11	7	10	11	11	9	9	8	11	11	9	7	10	11	9	11	11	11	11	11	10	10	
FW	1					4	1			2	1	3		2	4	1		2								1	
NI																											
B																											
MB																											
No answer																											
*Self-evaluation VW VW FW FW VW B VW FW VW VW FW VW VW VW VW VW VW VW VW VW VW VW																											

*Self-evaluation by supervisor included for comparison.

Code Number CM62

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Cluster Item Number	Number of Each Type of Response to Each Item																Human Resources									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
100% of the evaluations were returned. 6 out of 6	VW	4	3	3	3	1	3	3	4	3	1	2	1	3	6	4	1	3	3	3	2	2	5	2	1	3
	FW	2	1	2	2	5	1	2	2	4	1	3	3	1	2	5	3	3	3	4	2	1	4	5	2	
	NI					1				1	1															
	B						1	1	3		1	1										2				
	MB						1																			
	No answer										1															

*Self-evaluation: FW FW FW VW FW FW B FW FW FW FW FW FW VW VW FW VW VW FW B VW FW FW FW

Cluster Item Number	Number of Each Type of Response to Each Item																Human Resources								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
67% of the evaluations were returned. 4 out of 6	VW	2	1	2	2	2	2	3	1	1	2	1	1	3	1	2	1	2	1	1	2	2	1	2	2
	FW	1	1	1	2	2	1	1	1	1	2	3	1	2	1	2	1	3	3	2	1	1	2	1	
	NI										1	1													
	B									2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	MB										1														
	No answer											1													

*Self-evaluation: VW FW VW VW FW FW FW FW FW FW VW VW FW VW VW FW VW FW FW FW FW FW FW

*Self-evaluation by supervisor included for comparison.

Code Number CS201

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Cluster Item Number	Number of Each Type of Response to Each Item																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
JANUARY																											
59 % of the evaluations were returned.																											
VW	14	13	18	7	14	9	9	14	9	8	11	9	10	12	8	10	13	9	16	13	7	11	10	11	7	5	
FW	4	6	2	8	4	7	8	4	6	8	8	7	7	5	8	10	4	4	3	7	10	8	8	6	10	9	
NI	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	3	4	
B	1	1	1	1	3	1	1	2	2	3	1	1	2	1	2	1	3	1	4	1	3	1	1	1	3	4	
MB	1	1	1	1	1	1	2	2	1	2	2	1	1	2	1	1	4	1	4	1	2	1	1	2	1	1	
No answer																											
*Self-evaluation: VW FW VW VW FW VW NE FW FW FW VW FW VW VW VW FW FW FW VW FW FW VW FW FW FW FW FW																											
MAY																											
56 % of the evaluations were returned.																											
VW	11	11	13	8	9	10	10	12	8	10	14	8	6	7	6	9	10	6	16	11	7	10	5	10	10	6	
FW	6	7	5	7	6	6	3	5	3	4	5	9	2	5	4	6	6	2	2	4	10	5	5	2	5	7	
NI	2	2	1	1	3	2	5	2	4	4	2	6	4	5	2	3	5	1	4	1	2	5	5	4	4	1	
B	1	1	1	1	3	2	5	2	4	4	2	6	4	5	2	3	5	1	4	1	2	5	5	4	4	1	
MB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
No answer																											
*Self-evaluation: VW VW VW VW VW VW VW FW FW VW VW VW VW FW VW VW VW VW VW VW VW VW VW VW VW VW VW VW																											

*Self-evaluation by supervisor included for comparison.

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Code Number DL44

Cluster Item Number	Number of Each Type of Response to Each Item										Leadership 18 19 20 21 22 23 24 25 26	Human Resources 27 28 29 30 31 32 33																
	1	2	3	4	5	6	7	8	9	10			11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
JANUARY																												
VW	23	24	27	27	26	19	26	27	25	20	18	20	28	27	26	29	28	25	29	28	27	30	28	29	25	22		
FW	2	1	1	2	0	2	2	7	5	6	2	3	4	1	2	5	1	2	1	1	1	1	1	1	4	5		
NI																												
B																												
MB																												
No answer																												
	5	5	3	2	2	3	2	3	3	1	3	3																
*Self-evaluation FW VW FW FW B FW FW FW FW FW B B FW FW FW FW FW FW FW FW B B																												
MAY																												
VW	20	23	24	23	25	14	24	24	19	17	14	21	24	22	22	23	24	23	23	23	21	22	23	23	24	16		
FW	5	2	2	1	2	7	2	1	2	4	5	5	1	4	1	2	1	1	2	2	5	4	3	2	2	9		
NI																												
B																												
MB																												
No answer																												
	2	2	1	3	4	1	1	2	3	1																		
*Self-evaluation FW FW FW FW FW B B FW B FW FW FW FW FW FW FW FW FW FW B FW FW FW FW FW B																												

*Self-evaluation by supervisor included for comparison.

Code Number DM12 SUMMARY: Supervisor Evaluations by Supervisees - January and May

Cluster Item Number	Number of Each Type of Response to Each Item																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
<u>JANUARY</u>																											
56 % of the evaluations were returned.	VW	8	9	8	6	8	6	8	9	9	4	4	7	7	12	8	6	8	7	9	8	9	10	9	7	8	8
14 out of 25	FW	5	4	6	6	5	3	4	3	7	1	3	6	1	3	2	4	5	5	4	4	4	4	5	4	5	4
	NI			1		1	1			2	5	1														1	
	B	1	1			2	1	1	1	2	2	1	1	2	1	1	2	1	1	2	1	1	1	2	1	1	1
	MB			1		1	1	1	1	1	1	1															
	No answer																										
*Self-evaluation FW FW FW VW B FW B FW FW NI NE NE FW FW VW FW FW VW FW VW FW VW FW B FW																											
<u>MAY</u>																											
56% of the evaluations were returned.	VW	7	9	11	10	11	9	8	11	10	8	5	7	3	13	10	6	7	7	10	7	6	8	11	8	8	5
14 out of 25	FW	4	2	2	2	1	3	5	2	3	4	5	3	7	1	3	6	4	6	3	3	7	6	2	4	5	7
	NI	2		1	1	2	1	1	2	1	1	2	1														
	B	1	3	1		1		1	1	2	3							3		2						2	
	MB			1			1			1	1	1	1														
	No answer																										
*Self-evaluation VW VW FW VW FW																											

*Self-evaluation by supervisor included for comparison.

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Code Number DM18

Cluster Item Number	Number of Each Type of Response to Each Item																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
VW	8	5	16	16	17	8	12	18	9	9	5	9	18	23	20	17	18	15	16	17	14	19	15	13	12	12
FW	4	7	6	5	11	10	7	9	10	7	6	8	8	6	9	11	12	9	12	9	11	16	11	12	11	11
NI	5	5	2	5	0	1	4	3	2	3	8	5					1			1	1					
B	8	6	4	1	4	5	7	3	4	5	6	7	4	3	4	4	3	5	4	6	8	2	4	4	8	7
MB	3	5	2	2	2	7	3	1	7	6	4	2	4	2	1	1	1	4	1	2	2	3	5	1	2	
No answer	6	6	4	5	3	1	2	4	5	3						1				1					2	1

*Self-evaluation FW B VW VW FW B MB B VW VW B MB VW VW VW B VW VW VW VW B VW VW VW MB

MAY

VW	6	9	8	9	11	10	9	9	8	6	9	11	11	10	9	10	10	10	9	11	11	11	11	11	11
FW	2	1	2	2	1	2	2	3	2	1			1	1	1	1	2	1	1	1	1	2			
NI																									
B	3	1	1								3	1													
MB																									
No answer																									

*Self-evaluation VW VW VW NI VW FW MB FW VW VW VW VW VW VW VW VW VW FW VW VW VW FW VW VW

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Code Number DM26

Cluster Item Number	Number of Each Type of Response to Each Item										Human Resources																
	1	2	3	4	5	6	7	8	9	10		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
JANUARY																											
78 % of the evaluations were returned.	VW	12	7	10	12	13	4	7	10	6	5	15	5	16	15	12	9	8	11	13	12	10	10	11	13	12	8
29 out of 37	FW	10	13	12	10	12	8	10	11	9	11	8	15	8	10	12	13	11	15	11	13	13	11	10	8	8	11
	NI	3	3	2	3	10	3	2	1	3	2	2										1	1				2
	B	3	3	4	3	3	1	7	6	8	7	4	6	4	3	5	5	8	1	4	3	5	7	8	6	8	0
	MB	1	2	1	1	6	2	5	2	1	1	1	2	2	2	1	1	2	2	2	1	1					2
	No answer	1																									
*Self-evaluation																											
	FW	FW	B	FW	B	FW	MB	FW	FW	FW	FW	FW	FW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW
MAY																											
78 % of the evaluations were returned.	VW	2	1	8	6	4	2	4	7	6	2	5	1	13	11	7	6	3	6	5	8	2	4	5	4	3	3
29 out of 37	FW	2	1	15	17	19	11	17	18	14	12	15	15	13	14	15	13	15	18	17	17	23	20	16	14	16	15
	NI	1		3	3	3	2	1	3	3	1	3	3	1								1	1				2
	B	5	6	6	2	3	8	3	2	5	6	3	8	3	1	4	7	9	3	6	3	2	4	5	8	6	8
	MB	1				3	5	3	1	4	6	3	4	3	2	3	2	2	1	1	1	1	1	2	3	2	1
	No answer	1																									1
*Self-evaluation																											
	FW	FW	B	FW	B	FW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW	VW

*Self-evaluation by supervisor included for comparison.

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Code Number DS22

Cluster Item Number	Number of Each Type of Response to Each Item																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
<u>JANUARY</u>																											
47 % of the evaluations were returned.	VW	14	16	14	8	16	6	14	17	14	7	10	13	18	12	9	13	16	16	16	13	7	15	15	13	7	6
20 out of 43	FW	6	4	6	10	4	9	6	3	6	8	7	4	1	7	10	4	4	3	4	7	11	4	5	7	9	10
	NI	1																									
	B	1																									
	MB	1																									
	No answer	1																									
*Self-evaluation VW VW FW VW VW VW VW B B FW VW FW NF B VW VW VW VW VW VW FW VW FW B																											
<u>MAY</u>																											
63 % of the evaluations were returned.	VW	18	18	18	13	21	7	15	18	16	6	8	15	20	16	12	18	21	13	14	17	2	15	15	16	10	11
27 out of 43	FW	9	9	9	9	5	12	10	9	8	14	12	8	4	5	12	6	4	9	7	9	13	11	10	8	14	8
	NI	1																									
	B	1																									
	MB	2																									
	No answer	3																									
*Self-evaluation FW FW FW VW VW VW FW VW VW FW B B VW FW FW FW VW VW FW B B VW FW FW FW B																											

*Self-evaluation by supervisor included for comparison.

Code Number EL06
 SUMMARY: Supervisor Evaluations by Supervisees - January and May
 Number of Each Type of Response to Each Item

Cluster	Obs./Analy.	Conferencing	Curric.	Communication	Leadership	Human Resources																								
Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26				
JANUARY																														
41 % of the evaluations were returned. 11 out of 27	VW	9	8	7	4	5	3	5	6	6	4	2	5	5	4	5	4	3	6	7	6	5	7	6	7	6	7	6	9	
	FW	2	2	3	4	6	2	3	4	4	1	3	3	4	4	5	2	6	3	4	5	5	4	3	3	5	2			
	NI				2	1	1				2	4	1																	
	B	1	1	1		4	2	1	1	3	2	1	2	2	1	4	2	2				1		2	1					
MB						1				1				1																
No answer																														
*Self-evaluation FW FW FW VW VW VW FW B FW FW FW NI FW VW FW FW FW B VW VW FW VW B FW FW FW																														
MAY																														
37 % of the evaluations were returned. 10 out of 27	VW	7	7	7	3	6	2	7	6	6	4	2	4	6	5	4	3	5	5	6	6	5	5	6	6	5	8			
	FW	2	1	1	4	1	4	1	3	2	2	4	2	3	3	4	4	2	2	2	3	3	3	4	3	2	3	1		
	NI	1	1	1		1	1				1	2	1																	
	B	1	1	2	1	2	1	1	1	1	2	1	1	1	2	2	1	1	2	2	2	1	1			2	1			
MB					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
No answer																														
*Self-evaluation FW FW FW VW VW FW B FW FW FW NE FW FW FW FW FW VW FW VW FW VW FW VW FW VW																														

*Self-evaluation by supervisor included for comparison.
 Canizaro/1984

SUMMARY: Supervisor Evaluations by Supervisees - January and May

Code Number ES28

Cluster Item Number	Number of Each Type of Response to Each Item										Human Resources 23 24 25 26																						
	1	2	3	4	5	6	7	8	9	10		11	12	13	14	15	16	17	18	19	20	21	22										
JANUARY																																	
64 % of the evaluations were returned. 25 out of 39	VW	7	8	13	14	17	7	10	20	9	6	4	8	18	17	14	15	17	12	12	19	9	14	13	17	9	12						
	FW	13	12	11	6	6	8	8	2	9	13	9	12	4	6	10	9	7	9	11	4	13	9	8	4	12	7						
	NI	1	1	3			2	1			1	3	1									1		1			2						
	B	3	3	1	1	1	7	4	2	6	3	8	3	2	1					3	1	1	1	1	2	3	3	3					
MB																																	
No answer																																	
*Self-evaluation: FW FW FW VW VW FW VW B FW FW FW B FW FW B B FW B B FW B B FW B B B B																																	
MAY																																	
36 % of the evaluations were returned. 14 out of 39	VW	4	5	7	6	9	5	5	10	3	1	1	3	9	10	6	7	9	6	7	9	6	7	9	5	5	8	3	5				
	FW	8	6	4	5	3	3	6	2	7	8	9	9	4	3	7	7	5	6	3	4	5	6	3	4	5	7	5	3	8	6		
	NI					1	1				1																		1				
	B	1	2	2		1	4	1	1	3	2	2	1	1							1	3							3	1	3	2	2
MB																																	
No answer																																	
*Self-evaluation: FW FW B FW B B MB FW FW FW B FW FW B B FW B B FW B B FW B B FW B B B B																																	

*Self-evaluation by supervisor included for comparison.

