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AN EVALUATION OF SUPERVISORY TECHNIQUES IN PHYSICAL EDUCATION IN
THIRTEEN PUBLIC ELEMENTARY SCHOOLS, GRADES ONE THROUGH SIX,
MISSOULA, MONTANA, 1960-61

by

HELEN MARIE SCHROEDER TREMPER

B. A. Montana State University, 1955

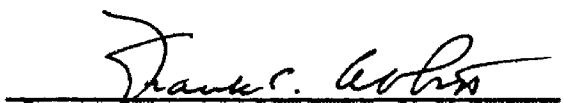
Presented in partial fulfillment of the requirements for the degree of
Master of Science

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CHAPTER I

THE PROBLEM AND ITS SCOPE

Introduction

Educators have long recognized supervision as a significant phase of the teaching-learning situation in every school system. The importance of the supervisory service was emphasized by Cubberly as a process whereby "the education of children may proceed under better conditions and be more effective in results."¹ Supervision must be designed, then, to help the teacher improve the learning situation for boys and girls. Having supervision in physical education is as necessary as it is in other education disciplines.

The duties of a supervisor of physical education are many and varied. Primarily, these duties must be cooperative educational services in which the administrators, teachers, and children share. The scope of the supervisor's duties was stated by Irwin and Humphrey to this degree:

Indeed, if a supervisor of physical education were to attain the status of an expert in all of the extensive variety of duties related to his position, he could undoubtedly be classified as a universal genius.²

The supervisor must be prepared to carry out the various types

¹E. P. Cubberly, The Principal and His School (Boston: Houghton Mifflin Company, 1931), p. 43; citing Allen Calvin Harman, "Supervision in Selected Secondary Schools" (unpublished Doctoral dissertation, The University of Pennsylvania, Philadelphia, 1947), p. 1

²Leslie W. Irwin and James H. Humphrey, Principles and Techniques of Supervision in Physical Education (St. Louis: The C. V. Mosby Company, 1954), p. 58.

of instruction with his teachers of physical education. In becoming a co-worker with the teacher rather than an overseer, the supervisor brings harmony to the group which provides a stepping stone toward the ultimate goals of physical education.

The supervisor of physical education must be cognizant of the existing program. He must be able to prepare, develop, and provide plans, or make suggestions toward effectively guiding the total program of physical education. As an evaluator, he must constantly be striving for improvement not only in the elementary physical education program but also in the teachers he supervises.

One of the duties with which the supervisor of physical education must be concerned is personal and professional growth in the teachers and himself. Through awareness and alertness to new developments and procedures in elementary physical education, the supervisor can make many contributions to his school system and community.

Other services which the supervisor of physical education performs may include phases of health and safety, coordination of the physical education program, and extra-curricular activities.

Knowledge of facilities, equipment, and supplies is also a part of the supervisor's responsibility. This includes utilization of the aforesaid so that maximum benefits may be derived.

The individual supervising the physical education program is a leader striving with democratic diligence and working within a group. He may be a special supervisor of physical education, the principal of a school, or a general supervisor who has been delegated the responsibility of the supervision of physical education. Assistance in physical

education is more effectively given to the individual and group by the supervisor of physical education.

Working closely with the supervisor of physical education is the principal of the elementary grade school. It is the duty of the principal to see that instruction is kept at the highest possible level. With the absence of a supervisor of physical education, the principal has another demand for his time--namely, all the supervision of physical education in his building.

Alert educators are constantly striving to make learning more meaningful and purposeful for boys and girls. A significant contribution to general education can be made through proper supervision of physical education and coordination with other disciplines.

I. THE PROBLEM

Statement of the Problem

It was the purpose of this study to evaluate supervisory techniques in physical education in the thirteen public elementary schools, grades one through six, in Missoula, Montana, during the 1960-61 school year, and to determine supervisory techniques believed most valuable by the elementary school teachers concerned with the instruction of physical education. These two parts of the problem will be studied in relation to criteria developed from the opinions of authorities.

Analysis of the Problem

To make the analysis of supervisory techniques in physical education used in the Missoula public elementary schools, it was necessary to

develop a list of supervisory techniques in relation to criteria commonly accepted by authorities.

A survey of teachers concerned with the instruction of physical education in grades one through six followed. This was done through the normative-survey method with the use of the check list technique to collect the data. The check list was designed to determine the supervisory techniques actually used in the Missoula Public Elementary Schools, and to determine the supervisory techniques believed most valuable by teachers of this school system.

The analysis of the status of supervision in the Missoula Public Elementary Schools was based upon data collected by the check list.

II. BASIC ASSUMPTIONS

This study proceeded under the conditions that supervision is necessary to a successful physical education program, and that personnel with specific training in supervision of physical education and specific responsibility for the program is essential. It was assumed that the principal is unable to devote as much time and effort to supervision of physical education as might be necessary for a successful program and that the principal, trained as an administrator, is not necessarily a specialist in the supervision of physical education. It was also assumed that the majority of elementary classroom teachers are not adequately trained to teach physical education effectively and to use and interpret some of the advisory materials available. It was further assumed that "extent of use" and "judgment of value" of specific supervisory techniques could be determined through the use of the check list. It was finally

assumed that this study will show strengths and weaknesses in the supervisory services of the Missoula Public Elementary School System.

III. DEFINITIONS OF TERMS USED

The following terms have been defined in relation to their use in this study:

1. Check List. A prepared list of items for this study that were related to the procedure used for the purpose of evaluating the status of supervision of physical education in the Missoula Public Elementary Schools on which was shown by check mark the presence, absence, or frequency of use of each item on the list.³

2. Self-contained Classroom. A situation in which one teacher conducts all subjects taught to a specified group of children throughout the school year.

3. Classroom Teacher. The person who develops all the living and learning experiences with his group of children, and thus must be prepared to teach the physical education program to his class of pupils.⁴

4. Criteria. A list of standards used for this study as a guide in the evaluation of supervisory techniques as applied to physical education in the Missoula Public Elementary Schools.

5. Departmentalization. The basic concept is based on the assumption that a teacher instructs in his specialized field with several

³Carter V. Good (ed.), Dictionary of Education (2nd ed.; New York: McGraw-Hill Book Company, Inc., 1959), p. 88.

⁴Kimball Wiles, Camille Brown, and Rosalind Cassidy, Supervision in Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 5.

graded groups of pupils attending scheduled classes in an educational section, such as physical education.⁵

6. Extent of Use. In this study, the actual number of times supervisory practices were used in the Missoula Public Elementary Schools during the 1960-61 school year was indicated by the teachers concerned with instruction of physical education. Definitions⁶ of terms in the "extent of use" column in the check list were:

a. Regular Use. The practice occurs commonly, consistently, or usually.

b. Frequent Use. The practice occurs at short intervals, not necessarily regular.

c. Occasional Use. The practice occurs now and then.

d. Not Used. The practice is not used at all.

7. Judgment of Value. In this study, the estimated value of each of the practices as supervisory techniques was indicated by the teachers concerned with instruction of physical education in grades one through six. Definitions⁷ of terms in the "judgment of value" column in the check list were:

a. Considerable Value. The practice is important and useful.

⁵Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 249.

⁶Harry Dippold, "A Study of Supervisory Practices in Physical Education in Secondary Schools of the United States in Cities with a Population of 100,000 or More," (unpublished Doctoral dissertation, The University of Pittsburgh, Pittsburgh, 1950), p. 7.

⁷Ibid.

b. Moderate Value. The practice has medium importance and use.

c. Some Value. The practice has little importance or use.

d. No Value. The practice is of no value at all.

8. Normative-survey Method. The factual data and opinions collected through the use of a check list of supervisory techniques completed by the teachers concerned with instruction of physical education in grades one through six. In this study, the data were used in evaluating supervision in physical education in the Missoula Public Elementary Schools during the 1960-61 school year and in studying the value of the supervisory techniques indicated by the teachers in this school system.

9. Principal. In the Missoula Public Elementary School System, the principal is responsible not only as the administrative head for the organization and operation of his school but also the professional and supervisory leader responsible for the instructional system and its results. The principal may or may not engage in teaching and is subordinate to the superintendent of schools.⁸

10. Public Elementary School. The organization sponsored by the people in which the principal, teachers, and specialists work on a cooperative basis as a professional team for the pupils of grades one through eight in the Missoula Public Elementary School System. For the purposes of this study, only grades one through six were used.

⁸Carter V. Good (ed.), Dictionary of Education (2nd ed., New York: McGraw-Hill Book Company, Inc., 1959), p. 411; A. S. Barr and William H. Burton, The Supervision of Instruction (New York: D. Appleton and Company, 1926), p. 31.

11. Special Subjects. For the purposes of this study, those special subjects referred to shall be art, home economics, manual training, music, and physical education.

12. Supervision. All the efforts of designated school officials directed toward providing leadership for teachers in the improvement of the teaching act. It involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, the materials of instruction, the methods of teaching, and the evaluation of instruction.⁹

13. Supervisor. A school official charged with the responsibility of guiding and directing the work of employees within a school or school system with the expectation that such work will be of better quality because of supervision. In this study, these supervisors may be the supervising principal, general supervisor, or special supervisor of the elementary schools.

14. General Supervisor. For the purposes of this study, this person is expected to work in all academic areas in the elementary schools.¹⁰

15. Special Supervisor. For convenience in this study, this person works within one subject area or related field, such as physical education.¹¹

⁹Good, op. cit., p. 539.

¹⁰Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 4.

¹¹Ibid.

16. Technique. A procedure or practice used to improve instruction in physical education by the principals in the Missoula Public Elementary Schools.

IV. LIMITATIONS OF THE STUDY

This study was limited to supervisory techniques employed in physical education in the thirteen Public Elementary Schools, grades one through six, in Missoula, Montana, during the 1960-61 school year.

The check list was completed only by the teachers concerned with instruction of physical education in grades one through six. Since the personnel in grades seven and eight were believed to have more training in conducting physical education activities, they were not included in the study.

Only "extent of use" and "judgment of value" of supervisory techniques in physical education as indicated by the teachers concerned with instruction of physical education in grades one through six were considered.

This study was purposely limited to the teachers of physical education with the exception of a supplement to the major body of the check list which was completed by the principals of the Missoula Public Elementary Schools. This supplement was used in making generalizations with respect to educational background, administrative duties, and time allotment concerning supervision of physical education.

V. NEED FOR THE STUDY

With factual information concerning the status of supervision in

physical education, the administration may be shown the need for having a person specifically trained to conduct the physical education program in the Missoula Public Elementary Schools--namely, a special supervisor of physical education.

It was necessary to determine the supervisory techniques in physical education now in use in order to study the Missoula situation and to obtain an expressed opinion concerning the value of these techniques from the teachers concerned with instruction of physical education in grades one through six.

Further, desirable techniques in supervision of physical education may be established for the Missoula Public Elementary School System which may serve as a guide in supervision toward improving the physical education experiences of the pupils.

To the knowledge of the investigator, there was no study completed regarding the supervision of physical education in these schools.

VI. SUMMARY

Chapter I introduced the problem and its scope.

A brief history of supervision and a review of related literature in supervision of physical education are presented in Chapter II.

CHAPTER II

HISTORY AND RELATED LITERATURE

I. HISTORY OF SUPERVISION

In its early form, supervision dealt, mainly, with the inspective aspect. The supervision of instructional activities continued for some time with this autocratic course of conduct prevailing. Because of the autocratic technique exercised during the formulative years of supervision, the creativeness and ingenuity of the teacher were hampered. Evans and Gans summarized the authoritarian concept of supervision with this statement, "Such an approach to supervision is anything but satisfactory. Improvement in learning seldom follows the mere exercise of authority."¹

An even greater need for supervision became evident toward the end of the nineteenth century. During this time, a change in the complexities of teaching could be seen. These changes occurred as a result of larger pupil enrollment, inadequately trained teaching staffs, and the introduction of special subjects, to name a few, which led to greater demands in the curriculum. It was during this period of our educational history, the latter half of the nineteenth century, that physical education set its roots and supervision of physical education saw its inception.

¹Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw-Hill Book Company, Inc., 1950), p. 7.

Irwin and Humphrey referred to one of the first supervisors in physical education with the following:

Kansas City was one of the first city school systems to employ a person to train personnel in-service when it procured the services of Carl Betz as Director of Physical Training in 1885. Betz set up a system whereby he instructed the school principals on Saturdays and they, in turn, trained their teachers on the following Mondays.²

Within a decade a director of physical training was to be found among the staff in many other cities. It was from in-service programs of this nature, training teachers on the job, that supervision of physical education saw its beginning.

In recent years, a change in the concepts and practices of supervision has appeared. The needs of pupils, teachers, and community came to influence overall planning. This trend of overall planning has become the recognized procedure of supervision. Through this cooperative effort the teaching-learning act has been strengthened. Specialized personnel have effected better programs and more adequately met the needs of the teachers. Supervision by the principal was appraised by Evans and Gans in the following:

Commonly, the principal of a school is regarded as a supervisor. The fact that the principal, usually by inclination and by training, is equipped as an administrator rather than as a supervisor merits serious consideration. Many principals readily admit their inability to provide adequate supervisory leadership in the improvement of instruction Principals further admit that the complexities of various content areas, such as physical education, demand special supervisors to help teachers plan better programs of instruction.³

²Leslie W. Irwin and James H. Humphrey, Principles and Techniques of Supervision in Physical Education (St. Louis: The C. V. Mosby Company, 1954), p. 20.

³Evans and Gans, op. cit., p. 3.

Many publications have encouraged more proficient leadership and better programs from the physical educator. In the last ten years, particular accent has been placed on the growing need for competent supervision in elementary school physical education. In 1956, the President's Council on Youth Fitness was formed because of a growing concern over the fitness of the nation's youth. In another conference on Physical Education for Children of Elementary School Age,⁴ an increasing awareness for the need of an all-inclusive and well-rounded program of physical activities in the elementary schools of the United States was emphasized. The National Commission on Accrediting⁵ has taken a decisive step toward improving education in health, physical education, and recreation. Institutions of higher learning are being encouraged by this commission to re-examine their professional programs so they may better train future teachers and supervisors.

A most important phase of a child's growth and development is his elementary education. It is the responsibility of every elementary educator to contribute toward the education of the whole child. A sound physical education program with adequate and competent leadership shares in this total development of the child.

⁴"Physical Education for Children of Elementary School Age," A Report of the National Conference on Physical Education for Children of Elementary School Age (Chicago: The Athletic Institute, 1951), p. 29.

⁵Arthur A. Esslinger, "Improving Professional Preparation," Journal of Health, Physical Education, and Recreation, 31:44-45, October, 1960.

II. REVIEW OF RELATED LITERATURE

Introduction

A review of available literature has revealed considerable disagreement regarding the use and worth of the various supervisory techniques advocated by authorities.

This section of the chapter presents the findings of several studies and the opinions of authorities concerning the supervisory techniques used in this survey.

Visitation

In a study on supervisory practices in the Arizona elementary schools, Walter C. Sorgatz⁶ found the visitation used less than any other direct supervision. It was considered valuable for improving new and weak teachers only. Even though this study showed these results, the visitation is an important supervisory technique. According to Douglass and Boardman,⁷ the visitation has occupied so important a place among the supervisory activities of principals that it constitutes a greater share of the supervisory program.

The regularly scheduled visit would appear to have been a means for keeping the teacher alert during her classes. "The chief criticism of the regularly scheduled visit," quoting Irwin and Humphrey, "is that

⁶Walter Carl Sorgatz, "Supervisory Practices of Principals in Arizona Elementary Schools" (unpublished Master's thesis, Utah State Agricultural College, Logan, Utah, 1952), pp. 70-72.

⁷Harl R. Douglass and Charles W. Boardman, Supervision in Secondary Schools (Chicago: Houghton Mifflin Company, 1934), pp. 119-120.

the equal [regular] distribution of time may not meet the needs of the teachers."⁸

Further disagreement was found in the literature regarding unscheduled visits. In the report by Sorgatz,⁹ the Arizona elementary teachers considered the unscheduled visit as valuable. Yet Smith and Speer¹⁰ maintain that unscheduled visits are very undesirable. Factors of which the supervisor is unaware may influence the teacher and prevent a true picture of her teaching.

The most valuable type of visitation, according to Sorgatz,¹¹ was the on-call. Irwin and Humphrey¹² recommended the on-call visitation should not be used exclusively. However, for teachers who actively and conscientiously seek help in improving the learning situation in physical education, the visitation, on-call, has no equal. When help can be given to those teachers requesting it, certainly the physical education program will be strengthened. However, some teachers may never be visited if the only kind of visitation used were the on-call. In an elementary school system, such as Missoula's, a supervisor of physical education would need a schedule flexible enough to use the visitation to best advantage of all persons affected.

⁸Irwin and Humphrey, op. cit., p. 79.

⁹Sorgatz, loc. cit.

¹⁰Samuel Smith and Robert K. Speer, Supervision in the Elementary School (New York: The Gordon Company, 1938), p. 121.

¹¹Sorgatz, loc. cit.

¹²Irwin and Humphrey, op. cit., p. 78.

Baker, Annis, and Bontz¹³ found the visitation to be ranked in sixth position among seven supervisory techniques in physical education listed by classroom teachers as most helpful.

The question of types of visitations, in relation to their merits, has proved controversial. This would indicate the type of visit and its possible value must be left to the discretion of the supervisor of physical education. Most types of visitations may be used to good advantage in situations where the needs of the individuals teaching physical education may be met.

The general consensus of opinion indicated that the special supervisor should spend his time during the visitation not as a substitute teacher but as a resource person available to help the teacher. However, actual teaching by the special supervisor of physical education can be necessary and useful on occasion.

Evaluation of Visitation

If the visitation is based on a study-analysis approach, it must obviously be followed by a conference. In a study¹⁴ referred to earlier, the individual conference at regular office hours was considered most valuable following the visitation. Irwin and Humphrey¹⁵ felt a post-visitiation conference should be scheduled within a reasonable

¹³Gertrude M. Baker, Elsie Annis, and Jean Bontz, "In-service Training of Classroom Teachers of Physical Education," Research Quarterly, American Association for Health, Physical Education, and Recreation, XXV:IV, December, 1954, p. 384.

¹⁴Sorgatz, Ibid.

¹⁵Irwin and Humphrey, op. cit., p. 100.

length of time after the supervisory visit. The supervisor of physical education shall encourage mutual discussion during the conference or the observation may be looked upon by the teacher as merely inspectional.

Regarding time used by elementary school principals for each supervisory visit, Cary¹⁶ found that the average conference length ranged from fifteen to thirty minutes. In an earlier study, Hughes¹⁷ reported the time the principal spent was twelve minutes for each visit while the special supervisor took sixty-three minutes. If length of time was the only measure of value for supervisory visits, it was not difficult to see why teachers valued the services of specialists more highly than those of the principal. However, the amount of time for the visitation and following conference will vary for the supervisor, whether he be the specialist in physical education or the principal. This variance, for example, may be the result of time available for visitation, the purpose of the visit, and the type of instruction.

The conference following a visitation must be presented in a cooperative setting in which problems discussed shall encourage a better understanding of the teaching act. In reference to the conference, Douglass and Boardman stated, "To be of most value, . . . not only the points of strength of the teacher and the teaching must be discussed,

¹⁶James R. Cary, "Supervisory Criteria and Techniques used by Elementary Principals in the Big-nine Elementary Schools" (unpublished Master's thesis, Mankato State College, Mankato, Minnesota, 1959), p. 19.

¹⁷J. M. Hughes, "A Study in High School Supervision," School Review, XXXIV, February, 1926, p. 118.

but also the improvable weaknesses."¹⁸ These authors¹⁹ further recommended the supervisor furnish the teacher with a written evaluation of the visitation. This should be done soon after the visit. The written report may serve as a continuum for succeeding conferences and as a medium for evaluation of the teacher and teaching act.

Hughes'²⁰ study reported only 2.4 per cent of the principals' visits and 25.8 per cent of the special subject supervisors' visits were followed by written suggestions to the teachers. The corresponding conference per cents were 14.5 per cent and 40.3 per cent. This greater tendency to follow the visit with the conference rather than with the written evaluation indicated, perhaps, the time element or ease in the use of the conference. Another factor might be that of clarity through conversation.

A report should be filed, however, for further reference, which clearly shows some evaluation of what was observed. In order that there may be no misunderstanding, the teacher should have a copy of the report²¹

Demonstration Teaching

Since the purpose of the demonstration lesson is to transfer improved methods and procedures in the teaching of physical education activities, it can be used as one means of raising instructional standards. Two of the more important ways of using the demonstration

¹⁸Douglass and Boardman, op. cit., p. 121.

¹⁹Ibid., p. 135.

²⁰Hughes, op. cit., pp. 119-120.

²¹Douglass and Boardman, op. cit., p. 137.

lesson are the lessons taught for a group of teachers and those taught for the individual teacher. Sorgatz²² found the individual demonstration was not recommended as highly as the group demonstration. However, demonstration teaching was considered valuable for all teachers and particularly for new or weak teachers. Through a relatively similar effort, more teachers can be reached using the group demonstration rather than the individual demonstration. Cooper²³ also found a prevalent desire for more demonstration teaching instead of "just telling how." Almost eighty per cent of the respondents in the Baker, Annis, and Bontz study²⁴ ranked the demonstration lesson first in order of importance among seven supervisory techniques most helpful to the classroom teacher. Watching or even participating makes the learning experience more meaningful for teachers and pupils alike. A combination of the teaching-explanation technique will prove beneficial toward improvement of instruction in physical education.

"Observers should be given a chance to express their own views and to ask questions freely of the demonstrator,"²⁵ according to Irwin and Humphrey. This discussion period provides the observers with a better understanding of how the teachers of physical education might apply the demonstration techniques and activities to their own

²²Sorgatz, op. cit., p. 27.

²³Henry R. Cooper, "A Study on the Needs of Elementary Teachers and the Assistance Received" (unpublished Master's thesis, Utah State Agricultural College, Logan, Utah, 1952), p. 61.

²⁴Baker, Annis, and Bontz, loc. cit.

²⁵Irwin and Humphrey, op. cit., p. 139.

situations. Common problems in teaching physical education may also be revealed by the group during the discussion time. Using this demonstration technique with the opportunity to participate in these group projects tends to strengthen the supervisory program.

It is not expected that the supervisor be an expert in all the various physical education activities. Irwin and Humphrey suggested "the supervisor delegate a part of the responsibility for demonstration teaching to some of the outstanding teachers in the system."²⁶ In this way, teachers can benefit from the abilities of other teachers who have specific talents in particular activities. It is possible that teachers may lose sight of the purpose of the demonstration lesson and consider it another time-consuming factor unless they are thoroughly prepared for the demonstration. "Mimeographed materials pointing out the main items to be observed may be submitted to the observers before the actual demonstration."²⁷

The need for a supervisor of physical education becomes even more important when personnel are placed in a teaching position for the first time. In a study by Shuster,²⁸ beginning classroom teachers ranked demonstration teaching by the principal last among twenty supervisory practices while the demonstration presented by the specialist was ranked

²⁶Ibid., p. 150.

²⁷Ibid., p. 156.

²⁸Albert H. Shuster and Wilson W. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 194.

ninth. This study indicated that these classroom teachers preferred help from the specialist, because the special supervisor is better qualified to give proper demonstration of physical education activities.

The demonstration lesson can be used effectively toward the improvement of physical education instruction. All teachers of physical education and those with a limited background, in particular, will receive much greater help when the lesson is observed visually. Knapp and Hagman said, "Since actual physical skill is involved in much of the teaching of physical education, teachers need the opportunity to see and preferably practice skills involved."²⁹ Physical education activities make a more likely subject for the demonstration lesson since bodily movement is involved.

In-service Training

In-service training can improve methods and techniques used by classroom teachers of physical education.

Since a great majority of these teachers are likely to have a limited background of training and experience in physical education, in-service courses afford them an opportunity to develop a reasonable degree of proficiency in various activities.³⁰

Here is presented an opportunity for the special supervisor of physical education and the teaching staff to work together toward the improvement of instruction. Shuster³¹ reported that sixty-eight per cent of

²⁹Clyde Knapp and E. Patricia Hagman, Teaching Methods for Physical Education (New York: McGraw-Hill Book Company, Inc., 1953), p. 318.

³⁰Irwin and Humphrey, op. cit., p. 146.

³¹Shuster and Wetzler, op. cit., p. 193.

beginning teachers favored some type of in-service education during their initial year of teaching. According to Cooper,³² Utah elementary teachers indicated a need for in-service training with the supervisor and teachers working together on a common problem. The supervisor of physical education and the elementary teacher can better contribute toward the solution of problems facing the staff through a unified effort.

In planning the in-service program, the supervisor must learn what type of in-service training is needed. He can do this by personally identifying areas of need and by helping teachers appraise their own needs. When the supervisor and staff have evaluated themselves and the physical education program, most likely they have found areas of weakness. The opportunity to strengthen and build skills in a workshop, for example, is presented with these indicated weaknesses for the elementary teacher of physical education.

Classroom teachers ranked the workshop fifth among seven techniques in a study³³ of in-service procedures most helpful. The workshop was considered more important than the visitation. In a workshop, the teacher may supplement his background in activities, knowledge of skill analysis, and methods of teaching physical education. No two workshops are alike, nor need they be; however,

The important elements of the workshop . . . are the participants and their problems. The workshop has the advantage over many educational methods in that the learners are in attendance because they

³²Cooper, op. cit., p. 62.

³³Baker, Annis, and Bontz, loc. cit.

recognize that they face certain problems in a particular area.³⁴

If it is not possible for the principal to have or conduct a workshop for his school, he may encourage the members of his staff to participate in professional workshops when the opportunity arises. A special supervisor of the physical education program could promote the workshop for the whole school system.

In addition to the workshop, the elementary classroom teacher can keep informed on various improvements in teaching physical education through professional reading. Irwin and Humphrey³⁵ recommended that the supervisor not only encourage staff members to consult professional literature but also suggest and provide guidance with regard to such reading. Readings deemed important by the specialist could be summarized and printed in a bulletin for all teachers of physical education. The supervisor can encourage the staff to read and keep generally informed about the teaching of physical education. This constitutes part of the professional attitude every educator must maintain.

"One of the most important kinds of in-service training is participation in an experimental program,"³⁶ according to Wiles. If

³⁴Developing Democratic Human Relations Through Health Education, Physical Education, and Recreation, First Yearbook of the American Association for Health, Physical Education, and Recreation (Washington, D. C.: A Department of the National Education Association of the United States, 1951), p. 491.

³⁵Irwin and Humphrey, op. cit., p. 149.

³⁶Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1951), p. 225.

teachers are encouraged to try new or different ways of presenting activities, they can grow with the physical education program. Through experimentation, weaknesses in presenting activities may be discovered and eliminated and the strong points might be shared with co-workers. Experimentation in presenting physical education activities is designed to bring to view which procedures work best in practice for the teacher.

Instructional planning is considered to be one of the foremost types of in-service training. An attempt should be made by teachers to introduce a number of physical education activities to the pupils. Individual differences in capacity and ability make it impossible to know which activities appeal to individual groups.

According to Knapp and Hagman, "Teachers must make or participate in making several types of instructional plans."³⁷ These types of plans may include a yearly program for a group or grade level, the unit of instruction which may represent an activity type such as American folk dance, or the daily lesson plan which provides detail for one lesson or activity period.

Any teacher of experience will admit that time involved in planning class work is a good investment From the pupil's point of view, a poorly planned lesson is both an invitation to become disorderly and a criticism of teacher competence. The teacher must understand that pupils have a right to expect a well-planned program in all classes of physical education.³⁸

Planning of physical education instruction represents a responsibility of the teacher. This planning could include not only the special

³⁷Knapp and Hagman, op. cit., p. 152.

³⁸Evans and Gans, op. cit., pp. 24-25.

supervisor of physical education and the principal but also the pupils and parents.

Students may be given the opportunity to express preferences for activities and units of work by questionnaires; parents and other adults may be consulted in conference or by letter to obtain their judgment of needs and interests leading to the selection of appropriate activities³⁹

Much direct teacher assistance in planning the physical education program could be supplied by a special supervisor of physical education. He could provide suggestions and materials. He could encourage rapport among the persons involved in planning instruction. And from this cooperative planning effort comes a program more self-sustaining and less dependent on the ingenuity of the teacher.

For the teacher to bring enthusiasm to the physical education class, he must not feel he has sacrificed his off-the-job time. This in-service training should be a part of the teacher's working day. It should not be added to an already full schedule. Forsythe and Duncan⁴⁰ stated that there is a trend in elementary schools to hold in-service training for one- or two-week periods preceding the opening of school in the fall. A similar and more thorough discussion is given by Wiles in the following:

Some schools have worked in-service training into pre-school conferences for which teachers are paid; other schools have provided substitute teachers to work while in-service excursions are provided for members of the staff. Still other schools have

³⁹Delbert Oberteuffer, Physical Education (New York: Harper and Brothers, 1956), p. 294.

⁴⁰Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. 81.

dismissed children a portion of the school day and have held their in-service sessions at times that ordinarily would be devoted to regular teaching.⁴¹

No matter which of the aforementioned patterns is followed, the goal is the benefit derived by the teacher toward improvement of the physical education program.

Types of Special Assistance

Teaching aids. Audio-visual education includes every kind of instructional aid and teaching method that appeals to eye and ear sensory experiences. Such things as charts, diagrams, motion pictures, and even color have proved useful as teaching aids. "Learning in physical education is total,"⁴² stated Oberteuffer. Audio-visual materials may be used to achieve this total learning when they are used to assist the specific learning needs of boys and girls.

Most pupils learn best through concrete experiences
By making the subject matter to be learned concrete, audio-visual materials create interest and stimulate learning.⁴³

If pupils can be given a clear picture through the use of these materials, retention of learning will be made more permanent too.

The value of audio-visual materials depends on variety in use by teachers.

Audio-visual materials enable teachers to approach a subject in a number of different ways, maintaining or recapturing pupil attention, creating new interest, and allowing for individual differences in rate and pattern of learning.⁴⁴

⁴¹Wiles, op. cit., pp. 225-226.

⁴²Oberteuffer, op. cit., p. 267.

⁴³Knapp and Hagman, op. cit., p. 176.

⁴⁴Ibid., p. 177.

Here the special supervisor of physical education could provide guidance for use of certain devices or give suggestions toward the element of variety.

State courses of study usually include at least minimum standards and resource units for a physical education program. Teachers may need help from specialists in further developing units in physical education which a course of study has presented. Such assistance can be given teachers by a supervisor of physical education.

In cooperation with teacher committees, the special supervisor could also develop curriculum guides or manuals for system-wide use. Cramer and Domain stated that there has been a rapid growth of special teaching guides recently in health and physical education.⁴⁵ If such guides already exist, it is the responsibility of the specialist to keep these manuals and guides current. According to Evans and Gans, a curriculum guide can never remain static and still be functional. It changes constantly with the addition of new materials and the deletion of outmoded activities.⁴⁶

Many supervisory details can be covered quickly through the use of bulletins. Carefully planned and clearly worded notices are the first key to their successful use. "The kind, content, and frequency of bulletins," as stated by Evans and Gans, "depends largely upon the specific

⁴⁵Roscoe V. Cramer and Otto E. Domain, Administration and Supervision in the Elementary School (New York: Harper and Brothers, 1960), p. 245.

⁴⁶Evans and Gans, op. cit., p. 99

need involved."⁴⁷ A routine bulletin may be used to establish uniformity in the physical education program with regard to various activities and time devoted to each during the school year. Special purpose bulletins can be distributed to inform teachers of specific items or events. These bulletins may also be used to supplement guides in physical education by indicating new procedures or revising materials already in use. Outstanding procedures used by various teachers could be described in a bulletin. In this way, teacher participation could be encouraged on one hand and improvement of teaching methods on the other. However, bulletins in no way take the place of direct supervision. They function, rather, as supplements which facilitate the work of the special supervisor of physical education.

Since no educator can hope to learn and remember all the knowledge necessary in his field, he must know where to find certain information when it is needed. Reading all the professional literature available in physical education would involve more time than a teacher had available. "However, a supervisor of physical education can and should play a major role in stimulating teachers to read worthwhile educational literature."⁴⁸ Douglass and Boardman suggested that a supervisor could be on a constant lookout for good reading materials for his staff.⁴⁹ The supervisor could supply annotated bibliographies, recommend selected readings, or even make available certain reading

⁴⁷Ibid., p. 115.

⁴⁸Irwin and Humphrey, op. cit., p. 149.

⁴⁹Douglass and Boardman, op. cit., p. 305.

materials.

A professional library should be a part of every teacher's equipment. If the school system provides for the purchase of reference books and periodicals, a professional library can be kept current within the school system. Furthermore, the supervisor of physical education should assist the teacher in recognizing the importance of professional growth through the use of these materials.

Teacher participation. In practically all schools, teachers' meetings are held at least occasionally, and, for the most part, regularly. They are, however, not always employed except incidentally for supervisory purposes, according to Douglass and Boardman.⁵⁰ Through teachers' meetings uniformity of practice can be encouraged. This group action can also provide opportunity for teachers to be stimulated by others in the group.

Some authors felt the staff had as much responsibility for the success of a meeting as a supervisory leader, for example:

Each participant must assume that everyone in the group has something unique to contribute to the solution of the problem The success of the meeting depends upon each contributing his best.⁵¹

With the pooling of teacher experience, the physical education specialist can do much on a cooperative basis to solve problems for teachers of physical education.

⁵⁰Ibid., p. 194.

⁵¹Kimball Wiles, Camille Brown, and Rosalind Cassidy, Supervision in Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 106.

The curriculum followed can indicate the type of educational program provided for the youngster. Cowell and Hazelton wrote that even though the school personnel and community may plan the general curriculum framework, the detailed development of the curriculum falls upon the shoulders of individual teachers.⁵² Certainly teachers building these detailed plans must have a working knowledge of the goals of education. These authors further stated that if teachers are unaware of these educational goals of the curriculum, they can hardly be expected to help pupils attain these goals.⁵³ Supervisory leadership can help to guide and encourage teachers toward the appreciation of these goals.

When there is no specialist in physical education to aid and work with the teachers, the physical education curriculum may be overlooked. This remissness of one part of the curriculum gives the children only partial benefits of education. In addition, teachers may lack professional stimulation which can be received when participating in the development of the curriculum.

Perhaps one of the most important contributions the supervisor of physical education can make in cooperative curriculum development is that of furnishing leadership in guiding and directing the activities of curriculum planners.⁵⁴

A supervisor of physical education could, through this leadership, recommend personnel representative of the entire staff to participate

⁵²Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), p. 114.

⁵³Ibid., pp. 114-115.

⁵⁴Irwin and Humphrey, op. cit., p. 172.

in curriculum development. Also, the specialist might encourage curriculum planning in physical education through a general school curriculum committee.

Exhibits can be used in a number of ways. Carefully planned and prepared exhibits depicting physical education activities could be displayed during school and community functions. A demonstration might be strengthened for a supervisor or teacher of physical education through the use of the exhibit. Materials from the physical education department can bring increased interest to the exhibit. Forsythe and Duncan stated, "A form of public relations that can be used effectively is exhibits, which tell a story essentially without words or with a minimum of explanation."⁵⁵

"There is a continual need for the sharing of techniques among workers in education, and through magazines and pamphlets a great amount of sharing may be facilitated,"⁵⁶ according to Evans and Gans. Worthwhile activities not only need to be shared but also indicate personal growth.

This personal growth of the teacher can also be broadened in clinics, conferences, and teachers' institutes. Oberteuffer wrote, "Ideas are exchanged at professional meetings."⁵⁷ These meetings serve as motivation toward greater teacher activity and growth. A supervisor of physical education could encourage teacher attendance at sessions

⁵⁵Forsythe and Duncan, op. cit., p. 247.

⁵⁶Evans and Gans, op. cit., p. 125.

⁵⁷Oberteuffer, op. cit., p. 425.

which would be of particular benefit to teachers of physical education.

Shuster and Wetzler recommended:

Teachers . . . should be provided the opportunity to attend state conferences. The hearing of new ideas helps to keep local school personnel from becoming too narrow and complacent.⁵⁸

Together, the supervisor of physical education and the teachers could bring a better and more interesting program of activities to the pupils through participation in such activities as may have been provided on a state or local level.

Evaluation. Evaluation is necessary to determine the effectiveness of a school system's work. The accepted objectives of the physical education program, for example, are the basis at which evaluation begins. These objectives set the long range pattern. Evaluation of the pupils, teachers, and physical education programs indicates the position of these groups in relation to the goals of the physical education program.

"Evaluation is one of the most important aspects of a physical education program."⁵⁹ Before improvement can be achieved, this program must be appraised as to its effectiveness. Fitness tests can be used to measure the fitness of boys and girls; other standardized tests may be used to measure motor ability or physical condition. If none of the standardized tests is satisfactory, a test may be devised to meet local needs. According to Forsythe and Duncan, "It is usually advisable for

⁵⁸Shuster and Wetzler, op. cit., p. 190.

⁵⁹Forsythe and Duncan, op. cit., p. 255.

each school department to construct its own skill tests to meet local conditions and needs."⁶⁰ In addition, knowledge tests can be used to determine the effectiveness of teaching. Knapp and Hagman stated:

Teacher-made or locally constructed tests can be made to measure or appraise objectives which it is desired to appraise in the local situation. They can be made to fit the groups involved and the ends sought.⁶¹

A supervisor of physical education could encourage understanding among the staff. He could assume leadership in the development of an adequate program of tests and measurements at every grade level for the elementary physical education program.

"If tests and measurements are to be effective, they should be a regular part of the physical education program,"⁶² said Forsythe and Duncan. By measuring the progress of the pupil, teachers and supervisors may also appraise their own work. Since evaluation is concerned with educational goals and their achievement, evaluators must consider all parts of the educational structure of which physical education is one. "The basic criteria for evaluation in physical education concern the ways in which those who participate in the program utilize their learnings in the improvement of daily living."⁶³ This statement from Evans and Gans summarizes not only evaluation in physical education but all education.

⁶⁰Ibid., p. 258.

⁶¹Knapp and Hagman, op. cit., p. 364.

⁶²Forsythe and Duncan, op. cit., p. 256.

⁶³Evans and Gans, op. cit., pp. 194-195.

III. SUMMARY

Chapter II presented a brief history of supervision and literature related to the study. The related literature was arranged in the same sequence as the data-collecting device of supervisory techniques used for this survey.

The procedure of the study will be presented in Chapter III.

CHAPTER III

PROCEDURE OF THE STUDY

I. STATUS OF SUPERVISION

At the time of this investigation, the Missoula Public Elementary School System did not have the services of a special supervisor in physical education. The responsibility of supervising the physical education program in its entirety became that of the principal.

The purpose of this study was to determine the use of various techniques in the supervision of physical education in the Missoula system and the value of these supervisory techniques as indicated by the teachers of physical education in grades one through six.

As has been mentioned earlier in this study, a need may be shown to the administration of these public elementary schools for having a special supervisor to guide and coordinate the physical education program in the Missoula system.

To determine the status of supervision, it was necessary to survey the personnel concerned with teaching physical education in the Missoula school system. The teachers were requested to complete a detailed check list¹ to describe the supervisory techniques in use and the principals of the various schools were asked to describe their

¹cf. Appendix B, p. 112.

supervisory responsibilities in a supplement.²

A staff directory was obtained for the purpose of determining the number of possible respondents. A total of 112 teachers and twelve principals were surveyed.

II. DEVELOPMENT OF THE CHECK LIST

The method of research used in this study was the normative-survey using the check list technique as the data-gathering device.

Five supervisory principles were selected by the investigator after a review of literature in the field of supervision. These principles functioned as criteria for the selection of supervisory techniques which were used in the development of the check list. The selected principles³ were as follows: (1) supervision shall be based on needs of individuals and society, (2) supervision shall be democratic, (3) supervision shall be creative, (4) supervision shall be scientific, and (5) supervision shall encourage desirable growth of individuals and society.

The check list, based on the above criteria, presented supervisory techniques in five major categories: (1) the visitation was intended to determine the official calls on the teacher by the supervising principal, (2) evaluation of the visitation involved the method employed by the supervising principal in evaluating the visitation,

²cf. Appendix C, p. 123.

³Allen Calvin Harman, "Supervision in Selected Secondary Schools" (unpublished Doctoral dissertation, The University of Pennsylvania, Philadelphia, 1947), p. 18.

(3) demonstration teaching was used to determine sound procedures and methods in teaching physical education, (4) in-service training was designed to determine staff participation in activities to improve teaching physical education, and (5) types of special assistance determined help or encouragement received from the principal to supplement the teacher toward improving the physical education program.

Within each of the five categories, groupings of similar relationships were made. The first major division of the check list, which was the visitation, listed kinds of visits and activity of the supervising principal during the visits.

The order followed in evaluation of the visitation, the second part of the check list, was conference time, conference length, and conference topics. Inquiry was also made as to use of written reports and topics covered in these reports.

The teachers were asked to indicate the extent of use and give their judgment of value for each technique listed.

The extent of use ratings were regular, frequent, occasional, and not used. The purpose in determining extent of use was to reveal the current status of supervision in physical education in the Missoula system.

The teacher ratings for judgment of value were considerable, moderate, some value, and no value. The purpose of these ratings was to indicate the importance or worth of supervisory techniques in the opinion of the teachers. These values could, then, be compared with those advocated by authorities.

The teachers were asked to designate their educational status,

type of certification, and teaching experience. Any related experience pertinent to teaching physical education, such as camp experience, was also requested.

A supplement to the major body of the check list was completed by the principals of the thirteen Missoula Public Elementary Schools. The supplement was concerned with the principal's educational background, experience, administrative duties, and time allotments related to supervision of physical education. The principal's educational background not only included his formal educational status but also his training and qualifications to supervise physical education. Experience as an administrator, supervisor, and teacher was also given.

The principal designated the number of teachers in his school, the areas supervised, and, in his opinion, the degree of difficulty to supervise these areas. The principal also estimated the average number of supervisory visits in physical education he made to each teacher per month.

Some of the principals in the Missoula system spend part of their school day teaching. Since this shortens the time of supervisory help for the teacher, inquiry as to per cent of the school day used by the principal in teaching was made. In addition, the principal indicated the per cent of his total school day he devoted to supervision of physical education, and, in his opinion, rated supervision of physical education in difficulty as compared to other subject areas.

III. ARRANGEMENTS FOR THE STUDY

The superintendent of the Missoula Public Elementary School

System gave his permission and assured cooperation of his staff in the completion of the survey.

During a meeting with the principals, the superintendent of schools allocated time for the investigator to familiarize the principals with the purposes of the study. General information was reviewed for the completion of the survey materials.

IV. ADMINISTRATION OF CHECK LISTS

Because it was necessary to work through individual schools to obtain data for the study, the schools were listed in random order and assigned a code letter. No other identification was made to insure anonymity for each respondent. The principals distributed the check lists to the teachers. It was requested of the principals that they orient the teachers regarding the purposes of the survey and the completion of the check list.

V. REPORT OF RETURNS

Sixty-nine per cent of the teachers' check lists and ninety-two per cent of the principals' supplements were completed. The report of the returns and the findings of the survey have been expressed in the nearest whole per cent.

VI. SUMMARY

Chapter III presented the procedure of the study. A discussion was given regarding the development of the check list, the selection

of the sample, the method of distribution, and the response to the check list.

Chapter IV will present the findings of the survey.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

This chapter presents the results of the survey of the thirteen Missoula Public Elementary Schools.¹ The study is concerned with an analysis of supervisory techniques in physical education.

The group surveyed consisted of seventy-seven teachers representing sixty-nine per cent of those concerned with instructing physical education in grades one through six in the Missoula schools. A supplement to the survey was also completed by ninety-two per cent of the principals.

The analysis of responses is presented in two parts. The first part of each analysis contains the responses of the teachers concerning the actual extent to which these supervisory techniques had been used in the Missoula schools. These responses were given in terms of regular, frequent, occasional, and not used. The second part contains the responses to the value of these techniques in the opinion ratings of the teachers. These responses were given in terms of considerable, moderate, some value, and no value. The teachers were provided spaces in the check list to write in any additional techniques which they felt pertinent to the survey. When they chose to do this, the teachers were requested to indicate the use of the techniques and attach a value rating

¹cf. Appendix E, p. 128, for list of participating schools.

to them. This summary has been placed in a third paragraph.

When no check marks were placed in the use or value columns in the check list, these were recorded as no responses and were placed in the tables as no response percentages. These tables have been placed in Appendix A, pages 93 through 111.

The various per cents in the figures and tables have been rounded off to the nearest whole number. Because of this, a deviation of one per cent from the whole has occurred in several instances.

The figures are used to supplement the descriptive analysis of the findings. Each figure shows the percentage distribution of responses to the use of and/or value of each supervisory technique as indicated by the teacher response to each statement in the check list.

The tables show the percentage responses for each item in both extent of use--regular, frequent, occasional, and not used-- and judgment of value--considerable, moderate, some value, and no value.

I. SURVEY FINDINGS

Visitation

The visitation technique was described in the check list as an official call on the teacher by the supervising principal for the purpose of analyzing and evaluating instructional activities of the teacher. This visit was designed to provide leadership in planning the improvement of instructional quality for boys and girls. The teacher responses to the visitation technique are presented in the following summary.

Kinds of visits. The most frequently used type of visit was the unscheduled followed by on-call and scheduled visits. The visitation

was most frequently used on an occasional basis (Table I, page 93). An average of fifty-five per cent of the respondents indicated the visitation was not used as a technique.

In judging the value of supervisory visitations, the respondents indicated only slight differences (Table I, page 93). The majority of teachers favored the unscheduled visit, then the on-call and scheduled visits, in order of importance (Figure 1). Almost seventy-five per cent of the respondents indicated the unscheduled visit as having from moderate to some value. The on-call visit was rated with some to considerable value (Table I, page 93). An average of twenty-one per cent of the respondents denoted no value for the visitation.

Activity of the supervising principal. The analysis of responses indicated that during the visitation, the activity of the supervising principal was primarily observation. Teaching and testing by the principal were used with much less frequency (Figure 2). These techniques were most often used on an occasional basis. According to an average of sixty-six per cent of the respondents, these listed techniques were not used (Table II, page 94).

Lessons taught by the supervisor had considerable value, in the opinion of forty per cent of the respondents. The observation of the teacher at work was ranked, by over twenty-five per cent of the teachers, with some to considerable value (Table II, page 94). The activity of the supervisor during the visitation was of value to the majority of teachers (Figure 2). An average of thirty-two per cent of the respondents indicated that teaching and testing by the supervisor was of no value (Table II, page 94).

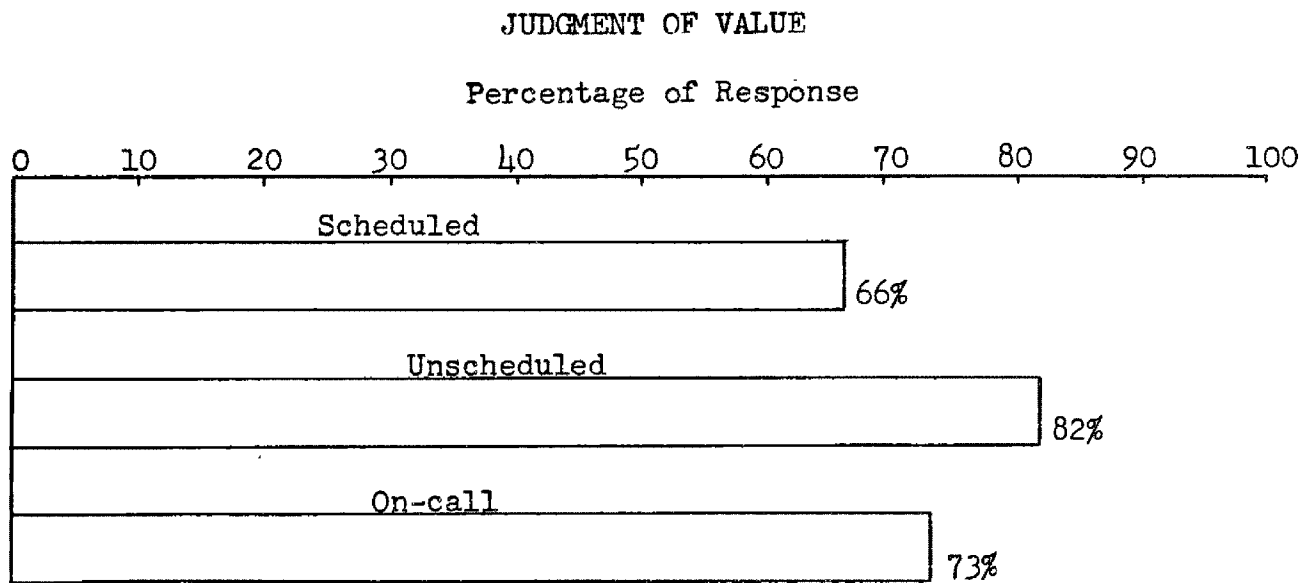
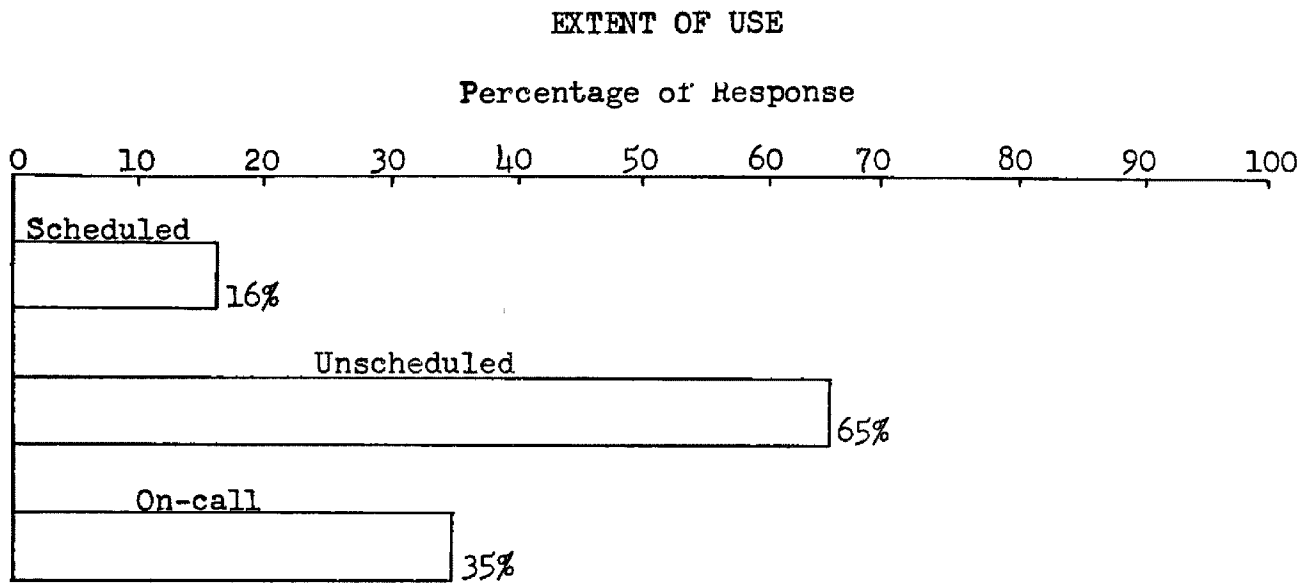


FIGURE 1
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR KINDS OF VISITS

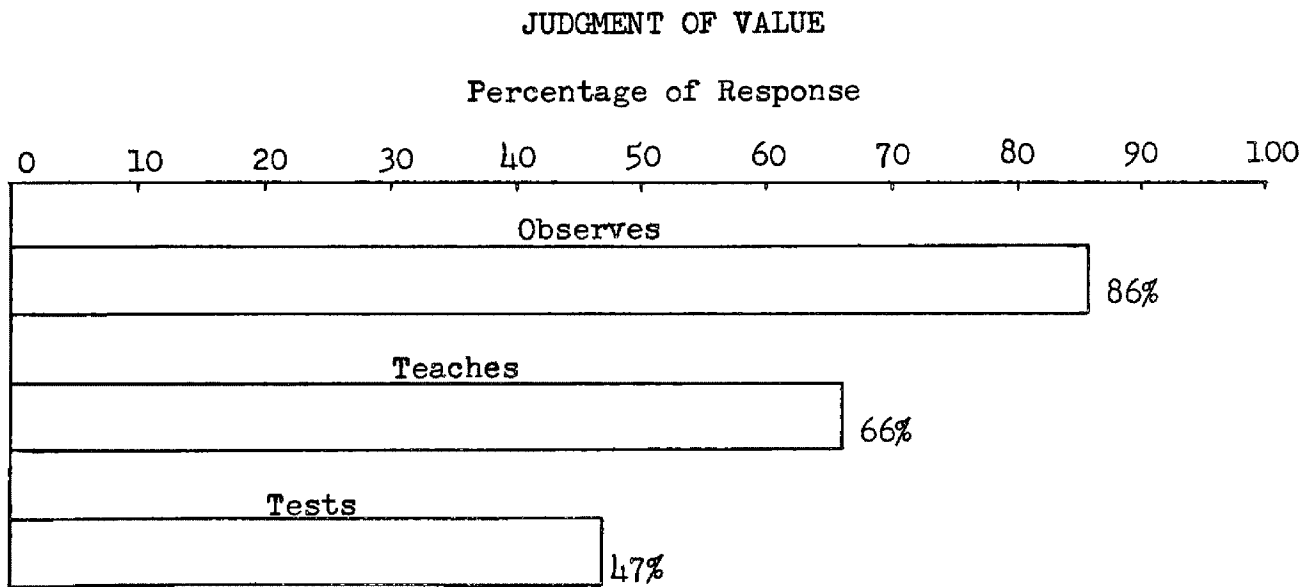
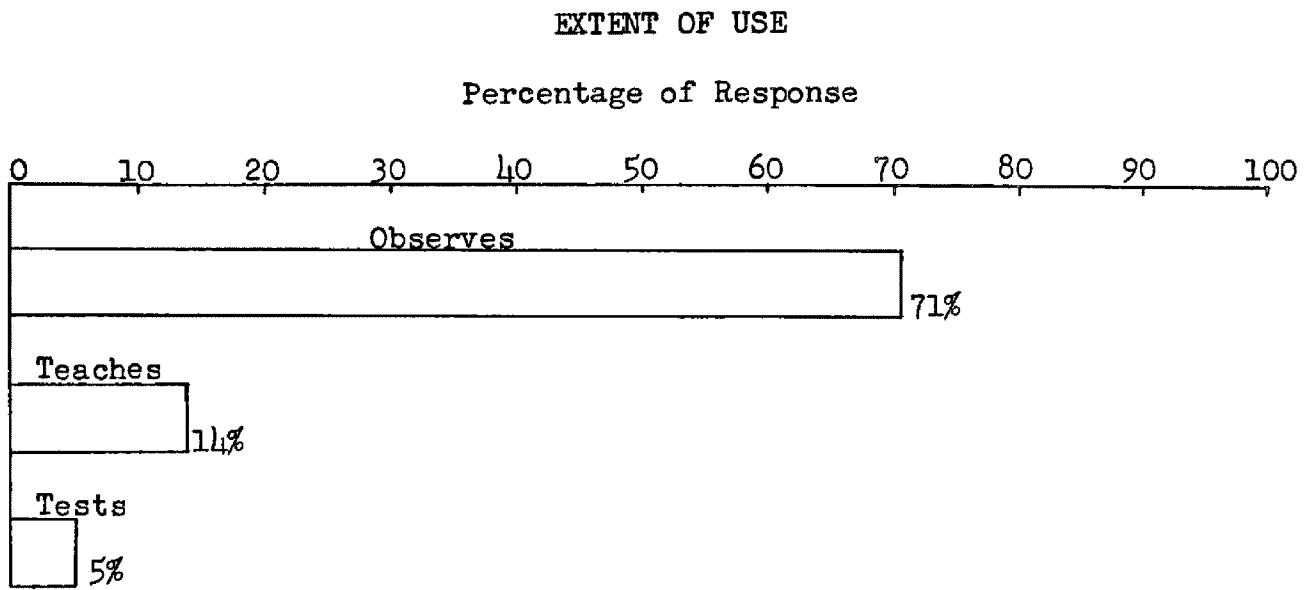


FIGURE 2
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR ACTIVITY OF SUPERVISING PRINCIPAL
DURING VISITS

Evaluation of the Visitation

This part of the check list asked the teacher to evaluate the visitation. In the conference, the supervising principal evaluates the visitation cooperatively with the teacher or in a written report.

Conference time. The analysis of responses indicated that the majority of conferences were held later in the day or immediately after the visitation. These techniques were used on an occasional basis, while an average of over fifty-seven per cent reported these techniques were not used (Table III, page 95).

The conference held immediately after the visitation was rated of considerable value with the conference later in the day as having some or moderate to considerable value (Table III, page 95). The majority of teachers felt time spent in conference was of value to them (Figure 3).

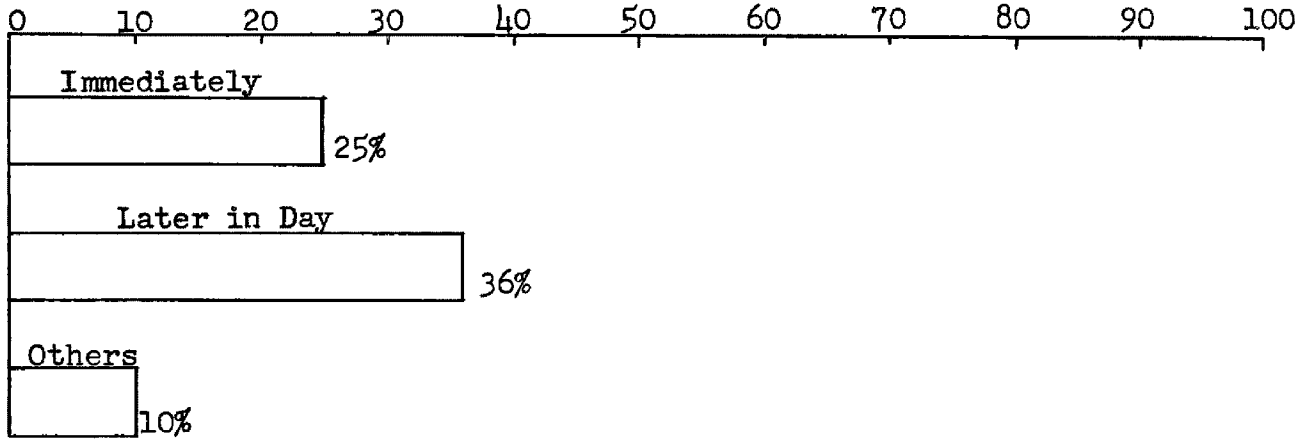
In addition to the given choices, ten per cent of the respondents indicated a conference was held when time permitted, and it was rated of considerable value (Table III, page 95).

Conference length. Slightly less than fifty per cent of the teachers indicated the conference length was fifteen minutes or less. This was followed by a small percentage of responses indicating a fifteen to thirty minute conference (Figure 4). Again these were most often used on an occasional basis (Table IV, page 96). The teachers reported, in an average of sixty-seven per cent of the responses, that no time was allowed for a conference.

In order of their importance, the short conference length was considered most valuable followed by the fifteen to thirty minute and

EXTENT OF USE

Percentage of Response



JUDGMENT OF VALUE

Percentage of Response

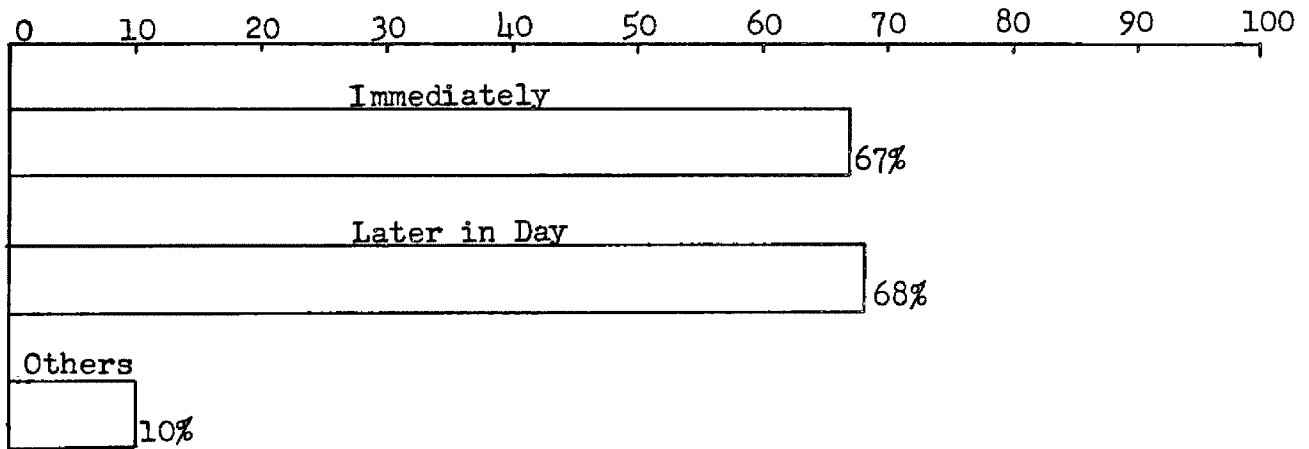


FIGURE 3

PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE TIME

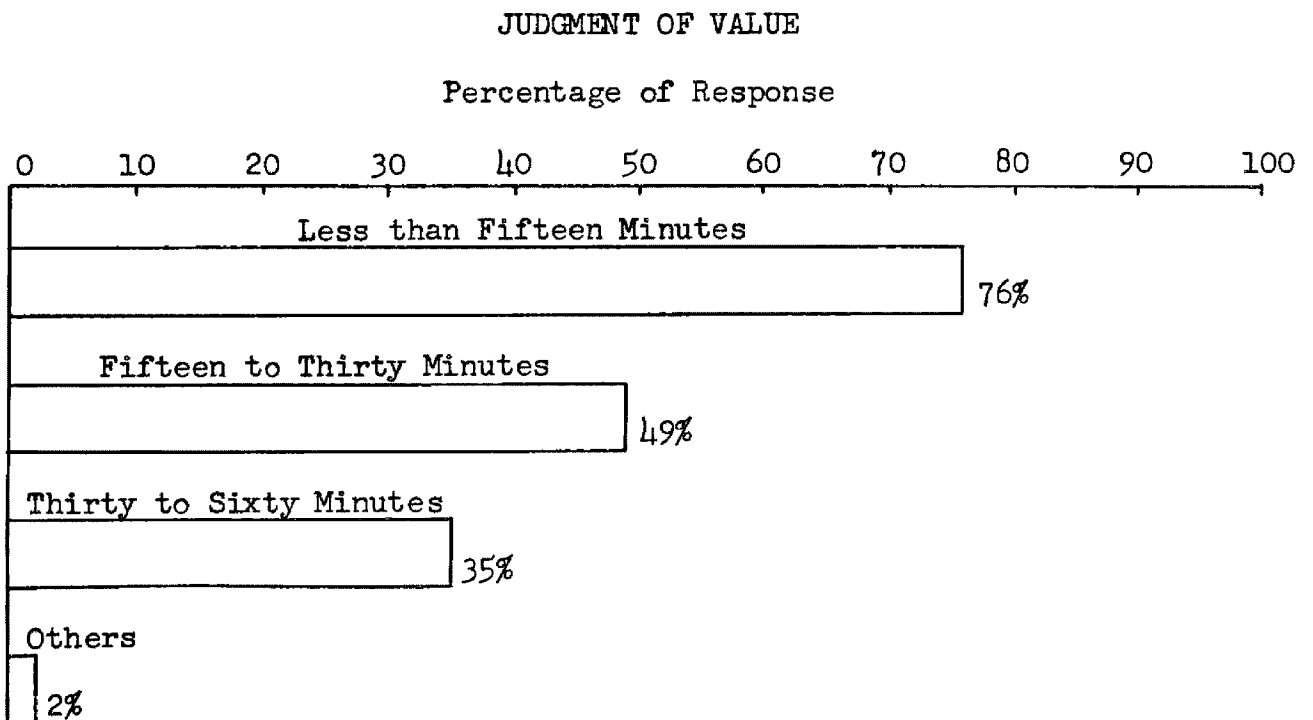
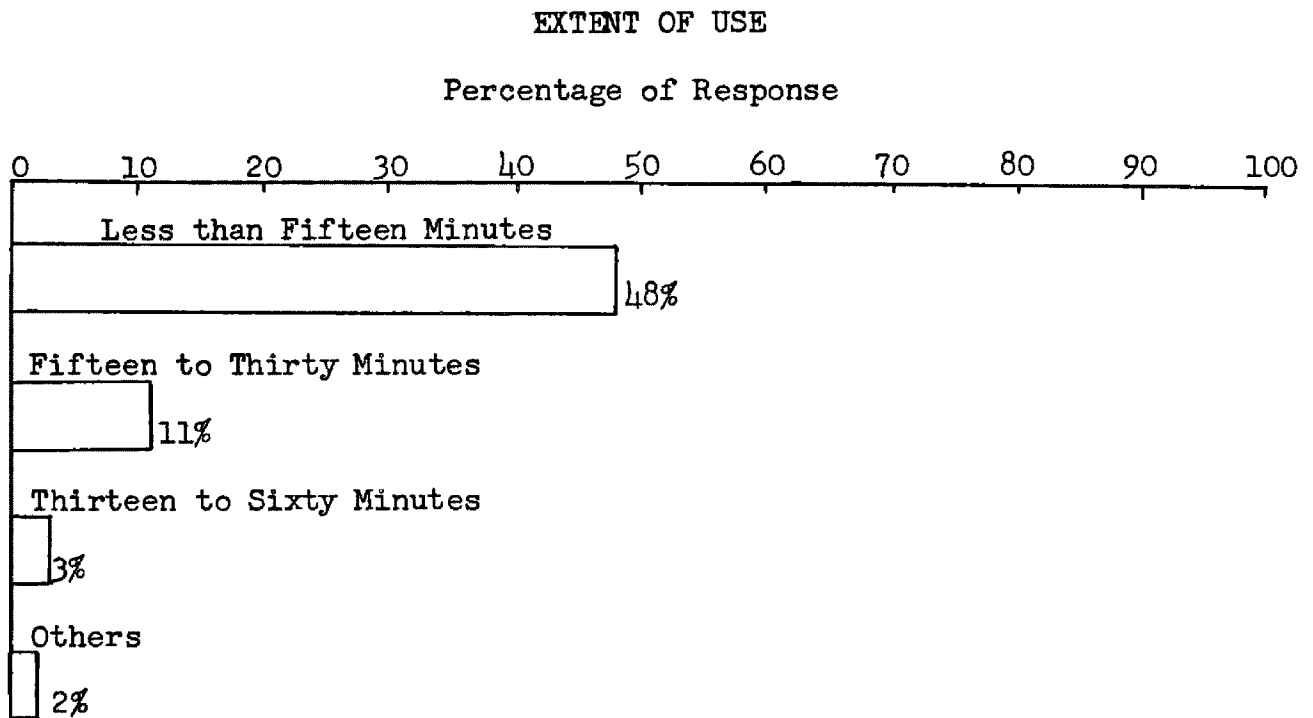


FIGURE 4
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE LENGTH

thirty to sixty minute conferences. The short conference was reported to be of some value to thirty-nine per cent of the respondents while a fifteen to thirty minute conference was of moderate value to twenty-three per cent of this group. The longer conference was rated of some value (Table IV, page 96). An average of thirty-six per cent of the teachers indicated the two longer conferences were of no value.

By write-ins, two per cent of the teachers indicated that the conference length was suited to their needs and was of considerable value (Table IV, page 96).

Conference topics. When the conference technique was used, the topics discussed most often were techniques of teaching followed by teacher evaluation and lesson planning (Figure 5). These were used occasionally (Table V, page 97). A teacher average of fifty per cent reported that these techniques were not used.

In the judgment of the teachers, the most valuable conference topic was techniques of teaching a lesson. Again this was followed by teacher evaluation and lesson planning (Table V, page 97). Nearly a forty per cent average of teachers agreed that these topics used during the conference time were of considerable value. Another twenty-two per cent average indicated these techniques were of moderate value.

In addition to the conference topics presented in the check list, one per cent of the respondents considered assistance with the problem child of moderate value, even though it was used occasionally (Table V, page 97).

Topics in written reports. Of the respondents reporting the

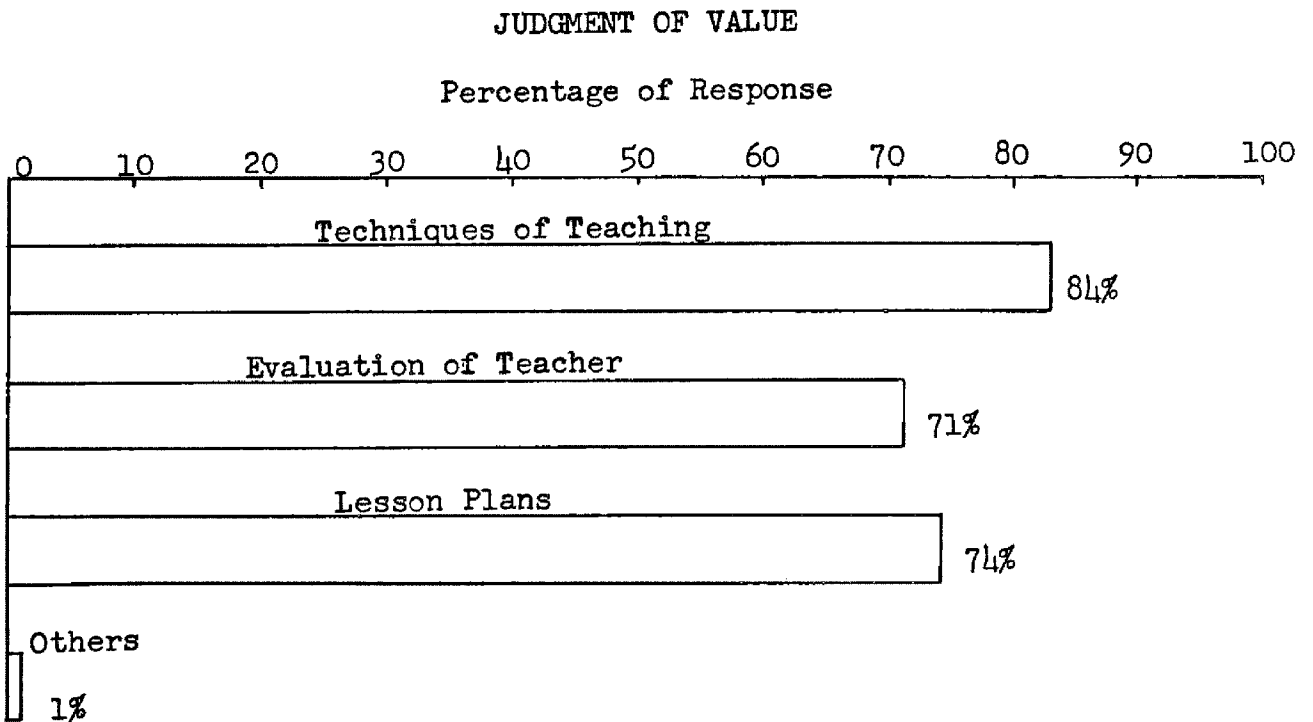
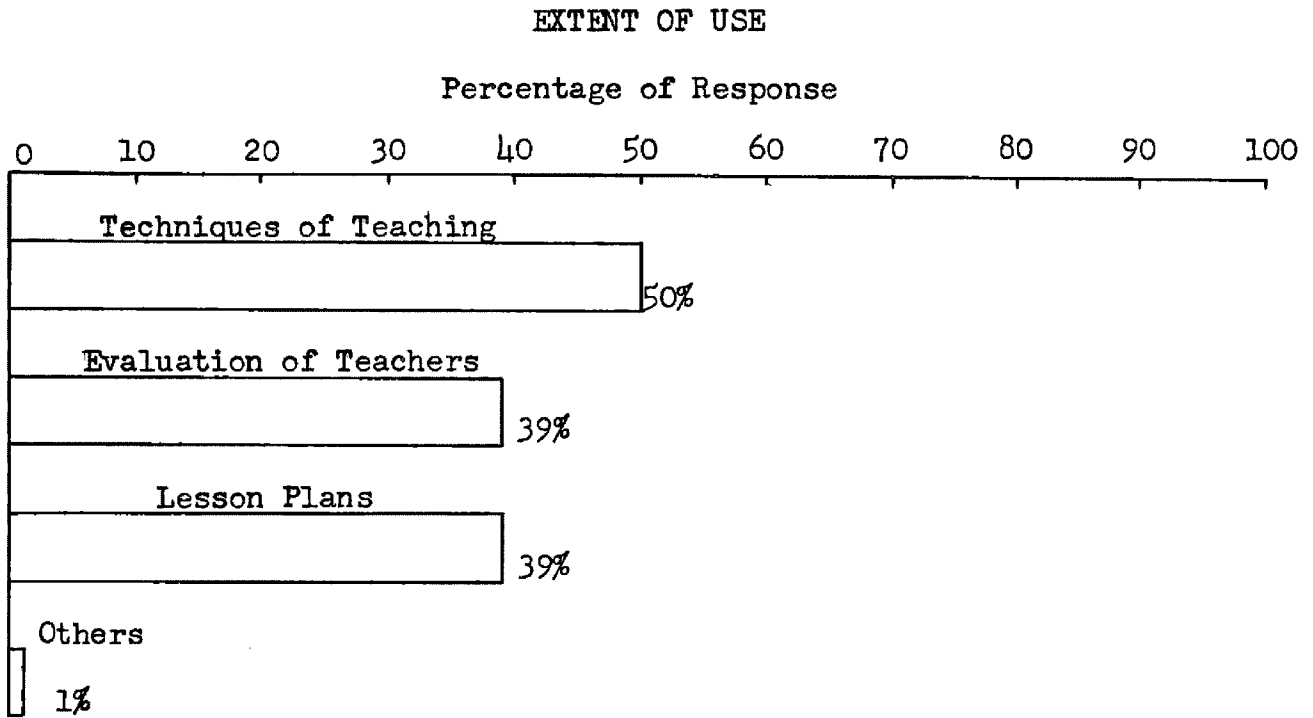


FIGURE 5
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE TOPICS

use of written reports, lesson planning and techniques of teaching a lesson were regularly used. In order of importance, teacher evaluation followed with occasional use (Table VI, page 98). According to an average of fifty-eight per cent of the respondents, the written report was not used.

The value of written reports, as indicated by the teachers, showed lesson planning to be most valuable followed by techniques of teaching a lesson and teacher evaluation (Figure 6). Considerable value was given to lesson planning and techniques of teaching. Teacher evaluation was indicated as having some to moderate value (Table VI, page 98). An average of twenty-seven per cent of the teachers felt the written report covering these topics had considerable value.

Use of written reports. Only a small percentage of responses indicated use of written reports. However, when the written report was used, teachers reported its use with the conference (Figure 7). A teacher average of seventy-eight per cent reported this technique was not used (Table VII, page 99).

Of the teachers reporting, thirty-one per cent felt the written report instead of the conference had some value, yet thirty-eight per cent indicated written reports were of no value, especially when used instead of the conference (Table VII, page 99).

An additional one per cent response indicated the written report of the supervising principal was sent to the administration; however, no opinion as to its value was expressed (Table VII, page 99).

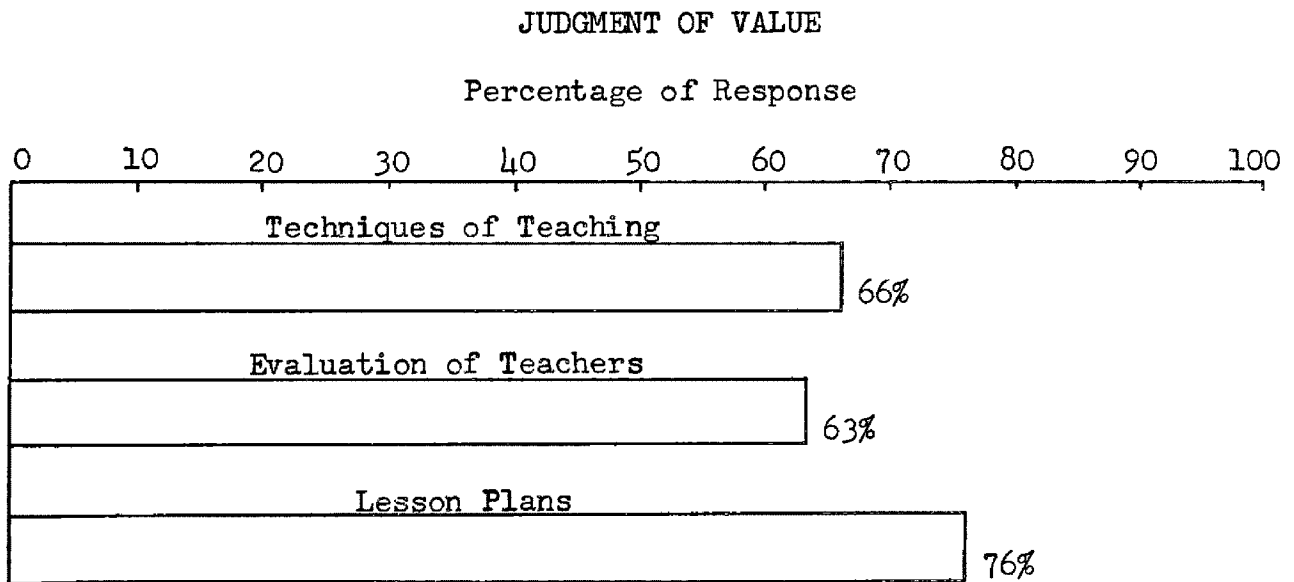
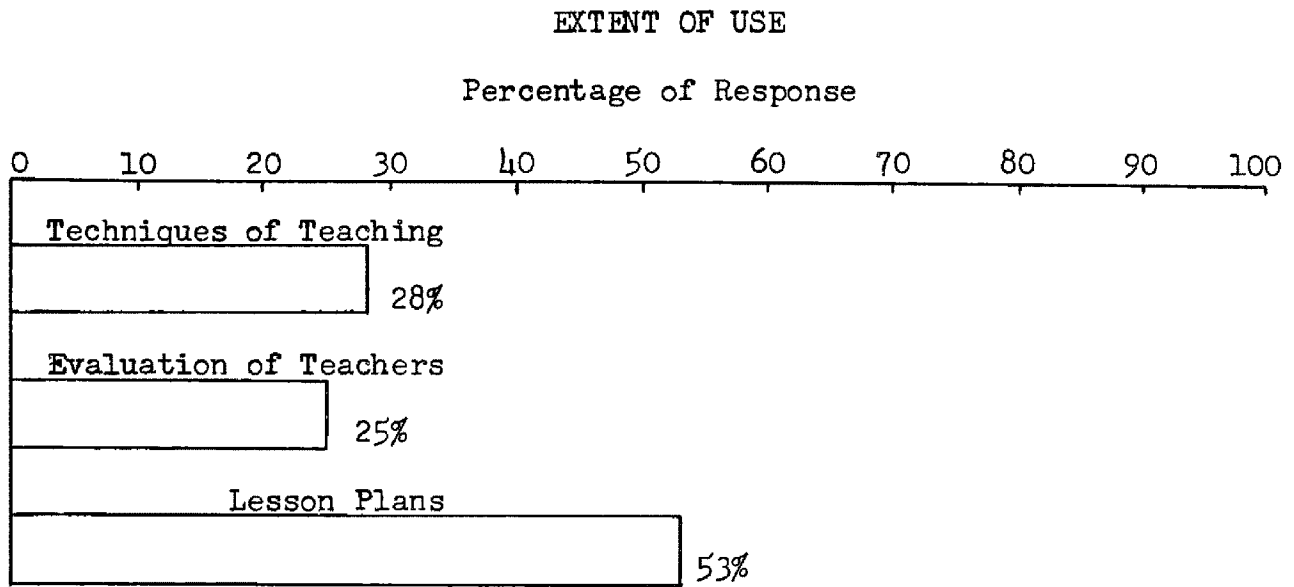


FIGURE 6

PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TOPICS IN WRITTEN REPORTS

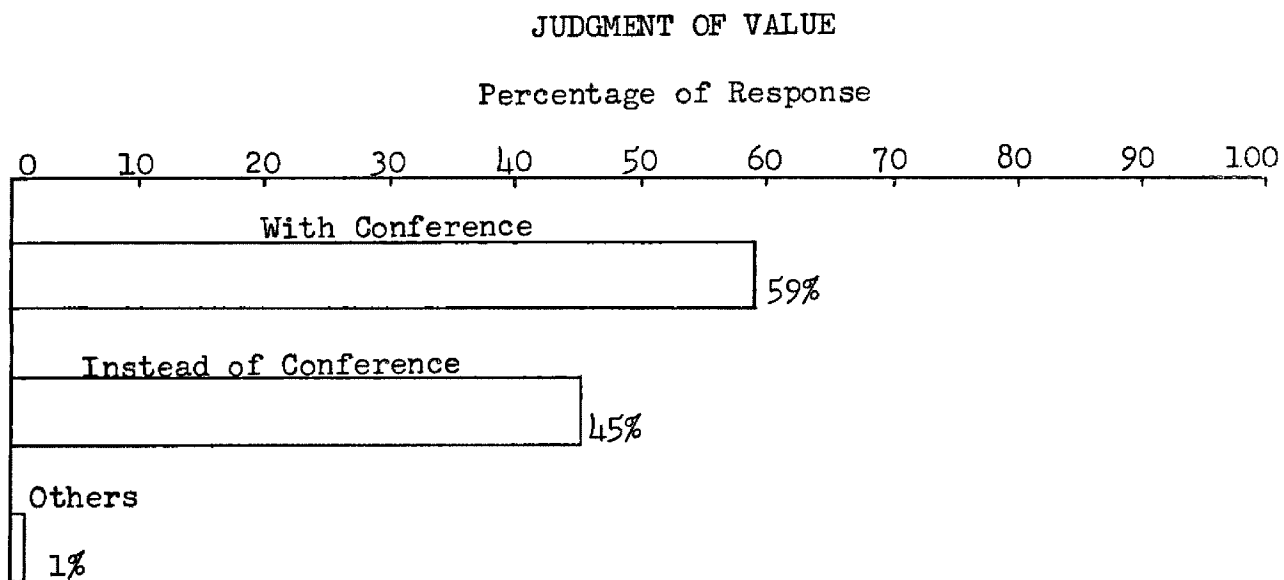
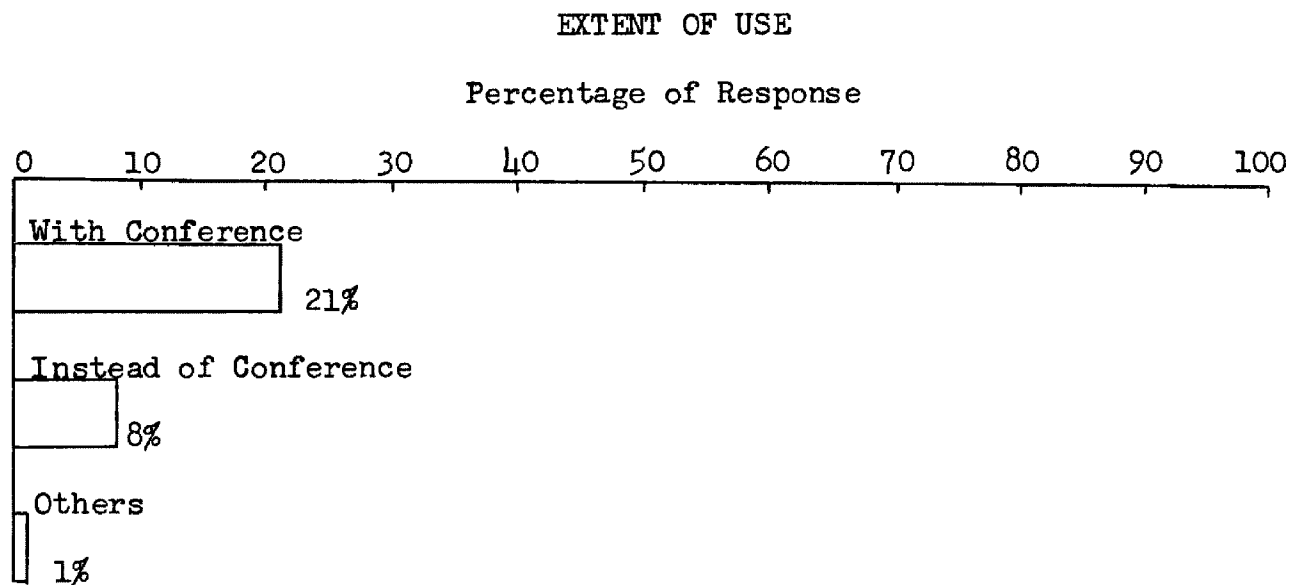


FIGURE 7
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR USE OF WRITTEN REPORTS

Demonstration Teaching

The check list introduced the demonstration lesson as an illustration of sound procedures and methods of teaching physical education. The opportunity to see good teaching can bring about improvement of instruction for the pupils. The following is a summary of teacher response.

Demonstration lessons. The demonstration lesson was indicated by twenty-three per cent of the respondents as given by a regular teacher on a regular basis. This was followed with occasional teaching by the principal. Nearly ninety per cent of the teachers said the specialist did no demonstrating, followed closely with eighty-one per cent reporting that no teaching was done by the principal (Table VIII, page 100). More regular teachers did demonstration teaching than any other staff member (Figure 8).

Responses indicated the demonstration lesson as a valuable technique (Figure 8). Fifty-five per cent of the respondents preferred the presentation by the specialist. The principal and regular teacher demonstrations followed. All these techniques were rated of considerable value by an average of forty-four per cent of the teachers. In addition, a thirty per cent response indicated the demonstration lesson by the regular teacher to be of moderate value (Table VIII, page 100).

One per cent of the responses considered it necessary to state specifically that teaching by a special supervisor of physical education was of considerable value (Table VIII, page 100).

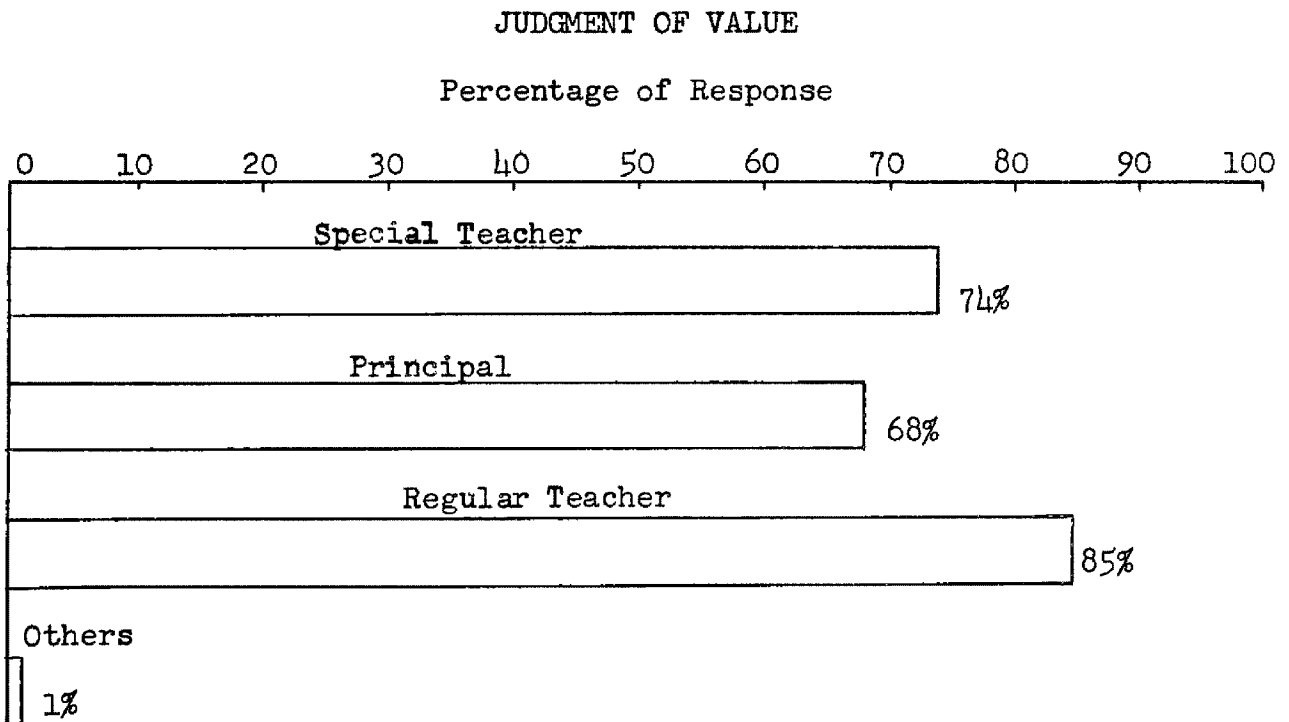
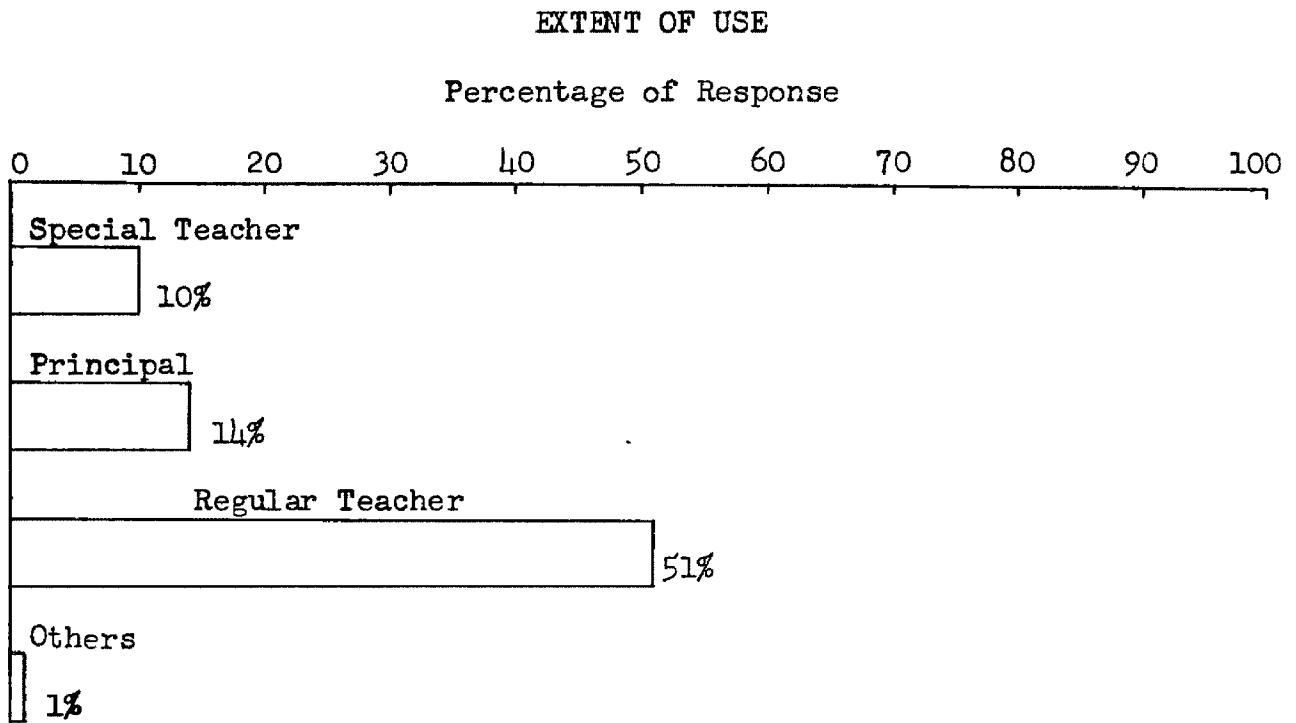


FIGURE 8

PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR DEMONSTRATION LESSONS

Demonstration presentation. According to twenty-one per cent of the responses, the demonstration lesson was most often presented to a large group. This was closely followed by a twenty per cent response indicating use of the demonstration for the individual teacher. Thirteen per cent reported the lesson was used for the small group. These were most often used on an occasional basis (Table IX, page 101). With less than a five per cent difference among the three headings, nearly seventy-five per cent of the respondents indicated these techniques were not used (Table IX, page 101).

The lesson presented to a small group was believed to be of considerable value. The large group demonstration and the individual demonstration followed. These two latter presentations were rated as having some to moderate value (Table IX, page 101). A twenty-four per cent average of the teachers felt the demonstration lesson was of considerable value while nearly the same percentage thought it was of no value.

Demonstration procedure. Ten per cent of the group reported a plan was presented with the demonstration lesson. This was followed closely by explanation with demonstration. For this small group, the technique was used regularly (Table X, page 102). Over sixty-five per cent of the teachers indicated the techniques of the demonstration procedure were not used.

Of the techniques considered in the demonstration procedure, the explanation with demonstration was ranked most important by fifty-six per cent of the respondents. This was followed by a written plan and

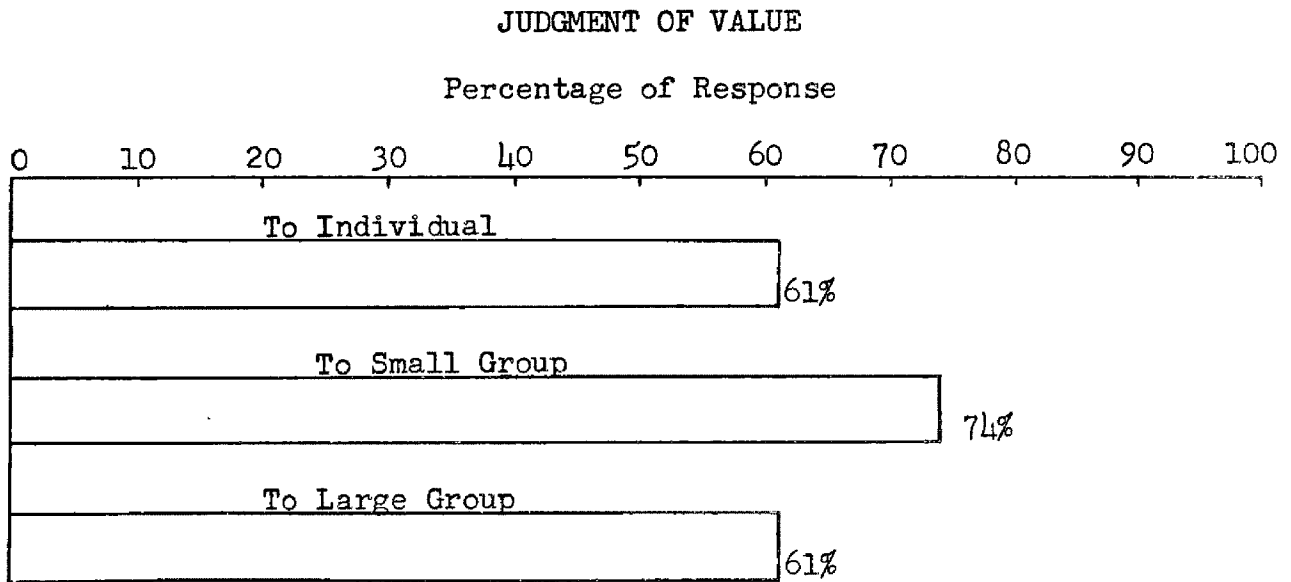
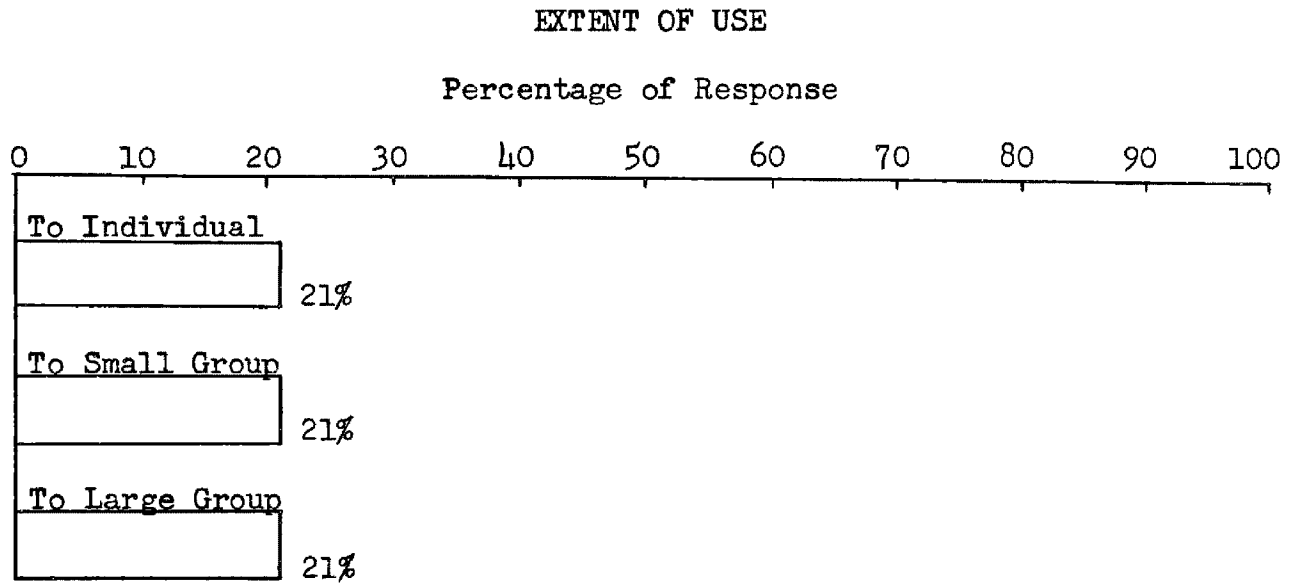


FIGURE 9
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR DEMONSTRATION PRESENTATION

a question and answer period (Table X, page 102). These techniques were of considerable value to the majority of teachers (Figure 10).

In addition to the listed techniques, illustrations on the blackboard were used regularly and rated of considerable value by a one per cent response (Table X, page 102).

In-service Training

This part of the check list asked the teachers to evaluate in-service training. Much can be done to improve teaching of physical education provided certain opportunities are presented. In-service training is a means through which the staff may be kept aware and informed about teaching methods, both new and improved, through actual participation.

Activity of the supervising principal. Encouragement for doing professional reading, according to teacher response, received use forty-four per cent of the time. This was followed by unit and project lesson planning, experimentation and workshops. These techniques were used on an occasional basis, but an average of fifty-six per cent of the respondents reported these in-service techniques were not used (Table XI, page 103).

Lesson planning followed by workshops received the considerable value rating. Professional reading followed with some to moderate value. Experimentation was considered to be of moderate value (Table XI, page 103). With professional reading the exception, the majority of teachers agreed that all these techniques had considerable to moderate value.

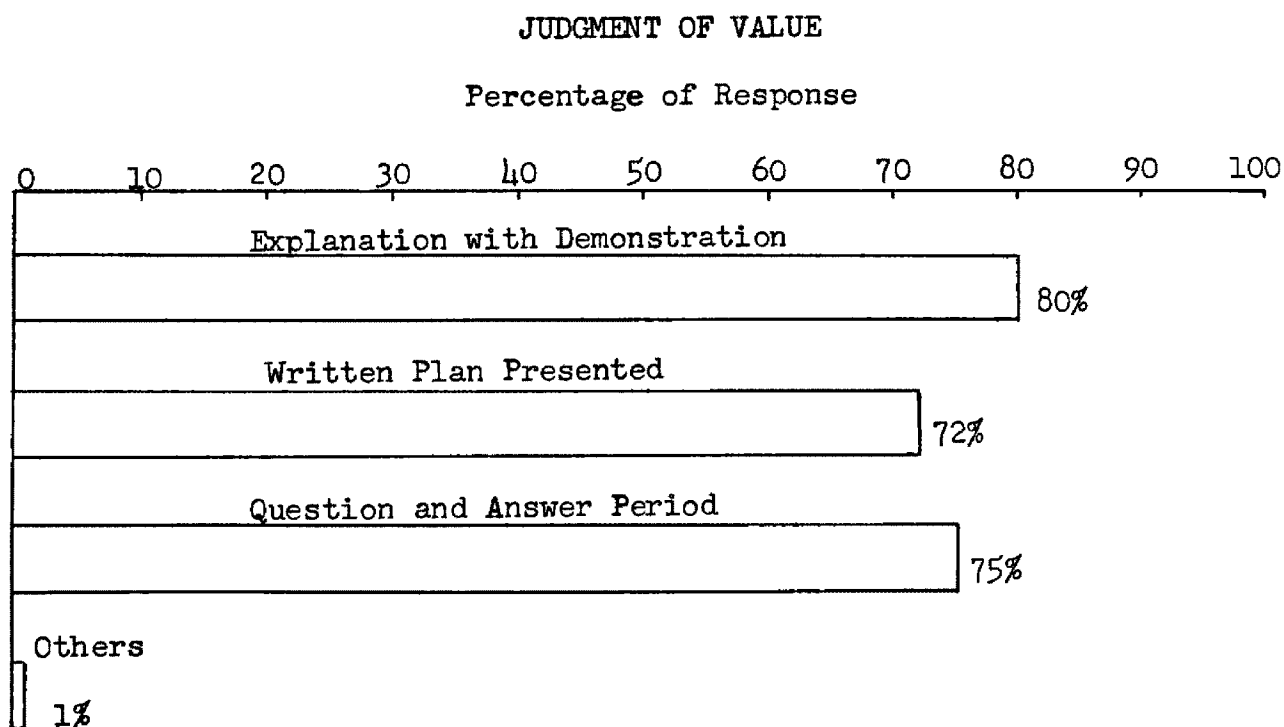
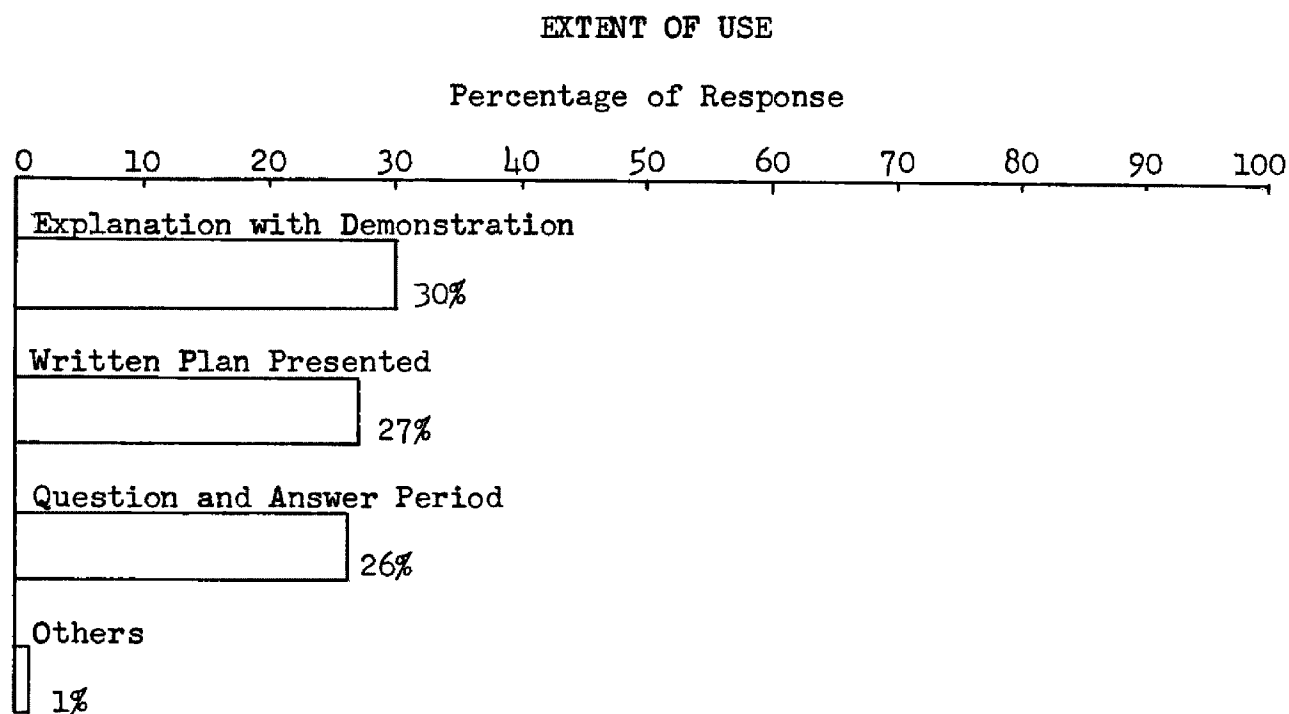


FIGURE 10
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR DEMONSTRATION PROCEDURE

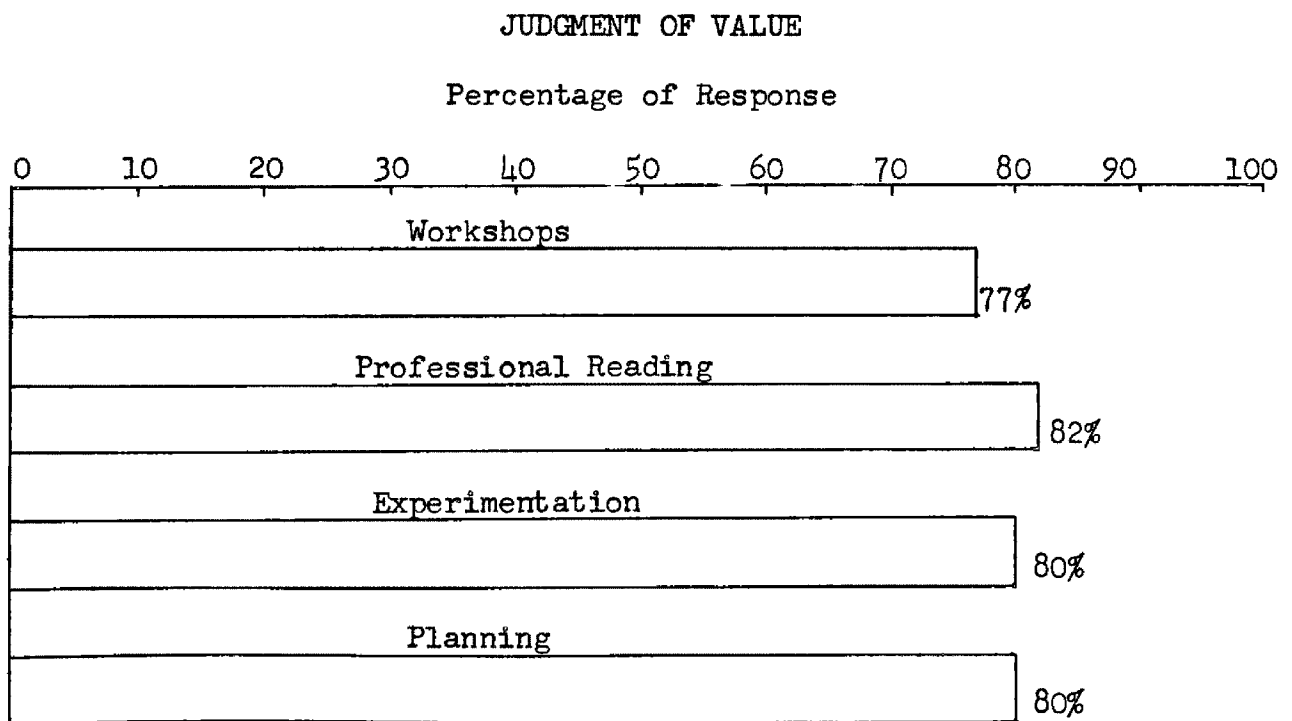
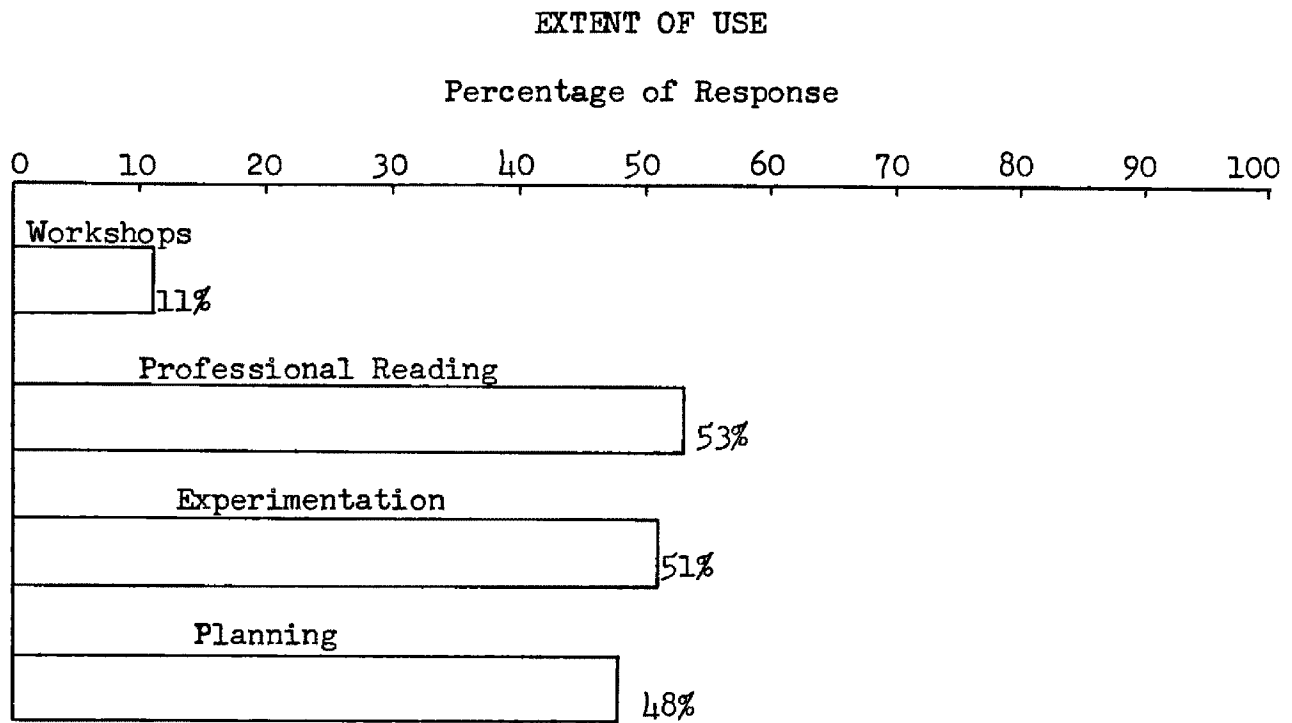


FIGURE 11

PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR ACTIVITY OF SUPERVISING PRINCIPAL
DURING IN-SERVICE TRAINING

Time for in-service training. According to teacher response, the usual time for in-service training was after school hours followed by during school hours. Six per cent reported in-service training was held prior to the official opening of school in the fall (Figure 12). Occasional use was indicated concerning the time for in-service training. Eighty-eight per cent of the respondents revealed no pre-school in-service training was provided (Table XII, page 104).

Teacher preference indicated in-service training should be during school hours or prior to the official opening of school. These were rated as having considerable value. In-service training after school hours was rated as having only some value (Table XII, page 104).

Types of Special Assistance.

Regarding types of special assistance, the check list included providing materials of instruction for the teacher, activities in which she participates, and methods of evaluation which are used for the improvement of instruction. The supervisor of physical education can do much toward providing encouragement or assistance in improving the teaching act through the use of these techniques.

Teaching aids. A physical education manual was used by eighty-three per cent of the teachers on a regular basis. This teaching aid was followed by the use of bulletins, a professional library, and audio-visual materials. These techniques were most often used on an occasional basis (Table XIII, page 105). With the exception of physical education manuals, an average of thirty-four per cent of the respondents indicated these teaching aids were not used.

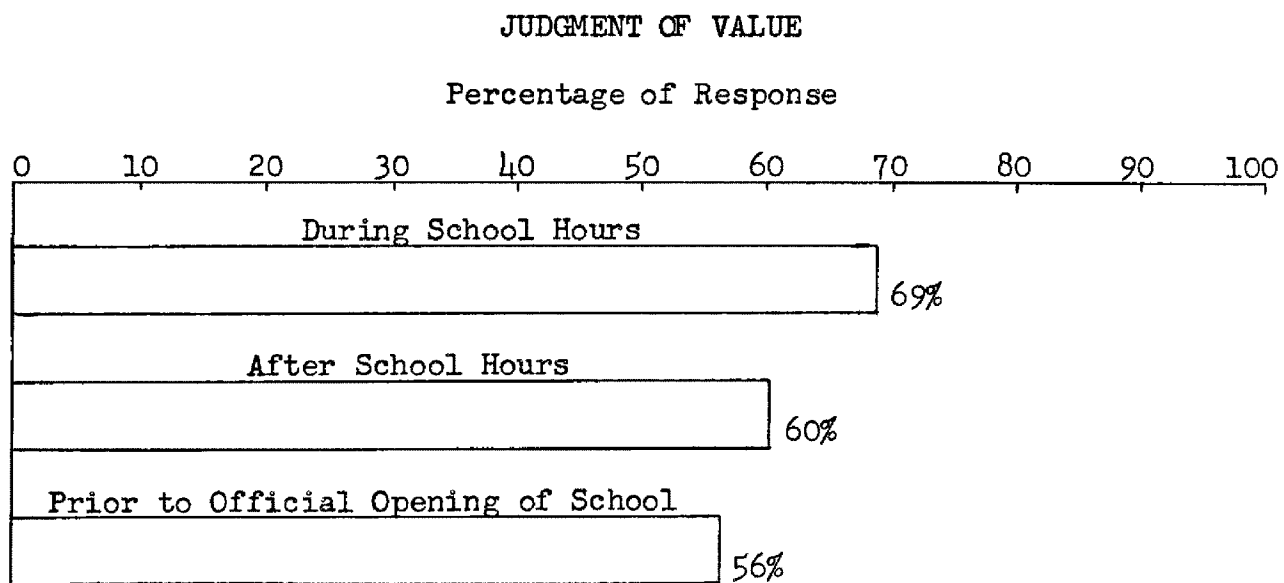
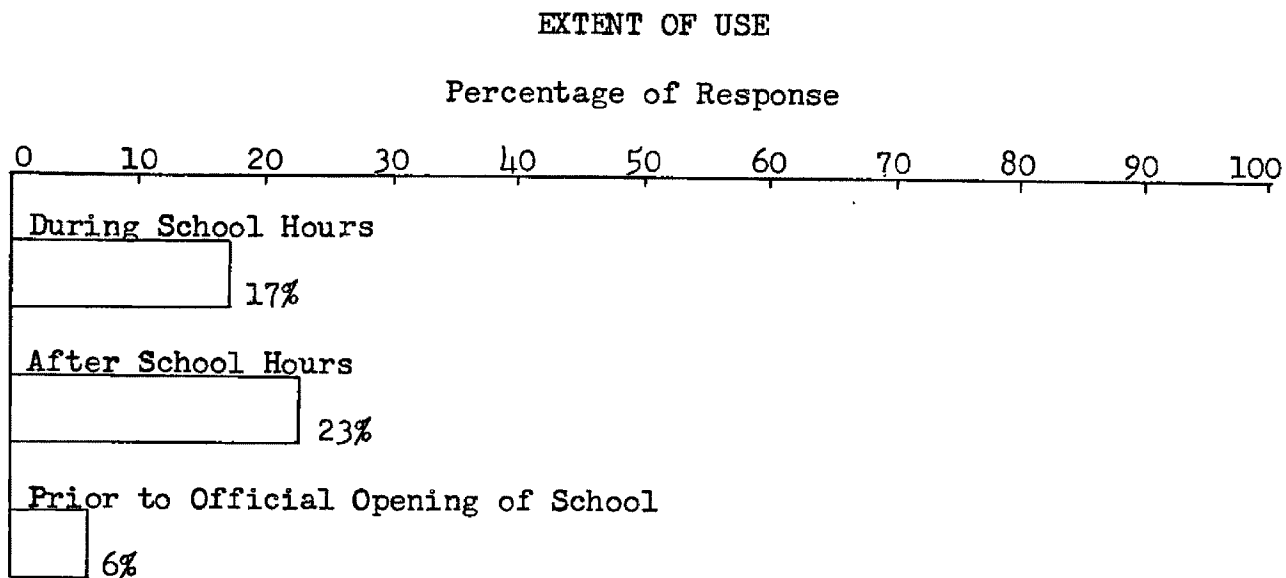


FIGURE 12
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TIME OF IN-SERVICE TRAINING

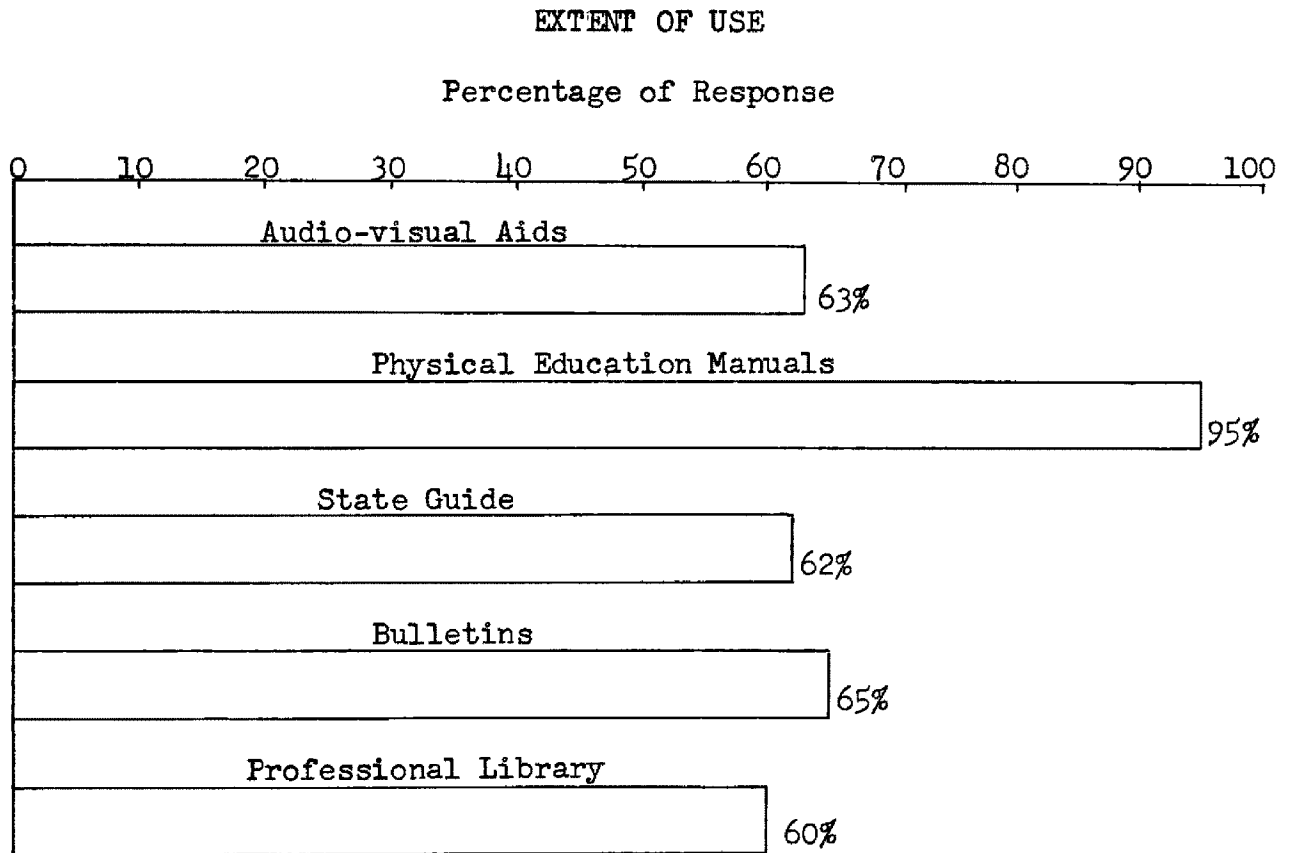


FIGURE 13

PERCENTAGE DISTRIBUTION OF USE
FOR TEACHING AIDS

In the opinions of the teachers, the most valuable teaching aid was a physical education manual, followed by audio-visual materials (Figure 14). These were ranked of considerable value (Table XIII, page 105). A professional library and a state physical education guide were given a moderate value rating, while bulletins received a rating of some value.

Teacher participation. In order of their importance, teachers' meetings were used most often, then exhibits, curriculum committee meetings, and teacher institutes and conferences. These activities were used occasionally (Table XIV, page 106). With the exception of teachers' meetings, an average of over sixty-five per cent of the respondents reported these techniques were not used.

With a variation of less than ten per cent, the respondents rated teacher participation in curriculum committees followed by writing for publication and teachers' meetings with some value. Teachers' meetings were also rated by a thirty per cent response as having considerable value. Institutes and conferences were rated with some to considerable value. The teachers saw moderate value in clinics and exhibits (Table XIV, page 106). Techniques in which teachers participated were considered valuable by a majority of the respondents (Figure 16).

Tests and measurements in pupils. According to equal responses of twenty-nine per cent each, teacher-made tests and fitness tests were most often used on an occasional basis. A sixty-two per cent response average indicated these techniques were not used, and a ninety-two per cent response indicated the standardized test was not used (Table XV,

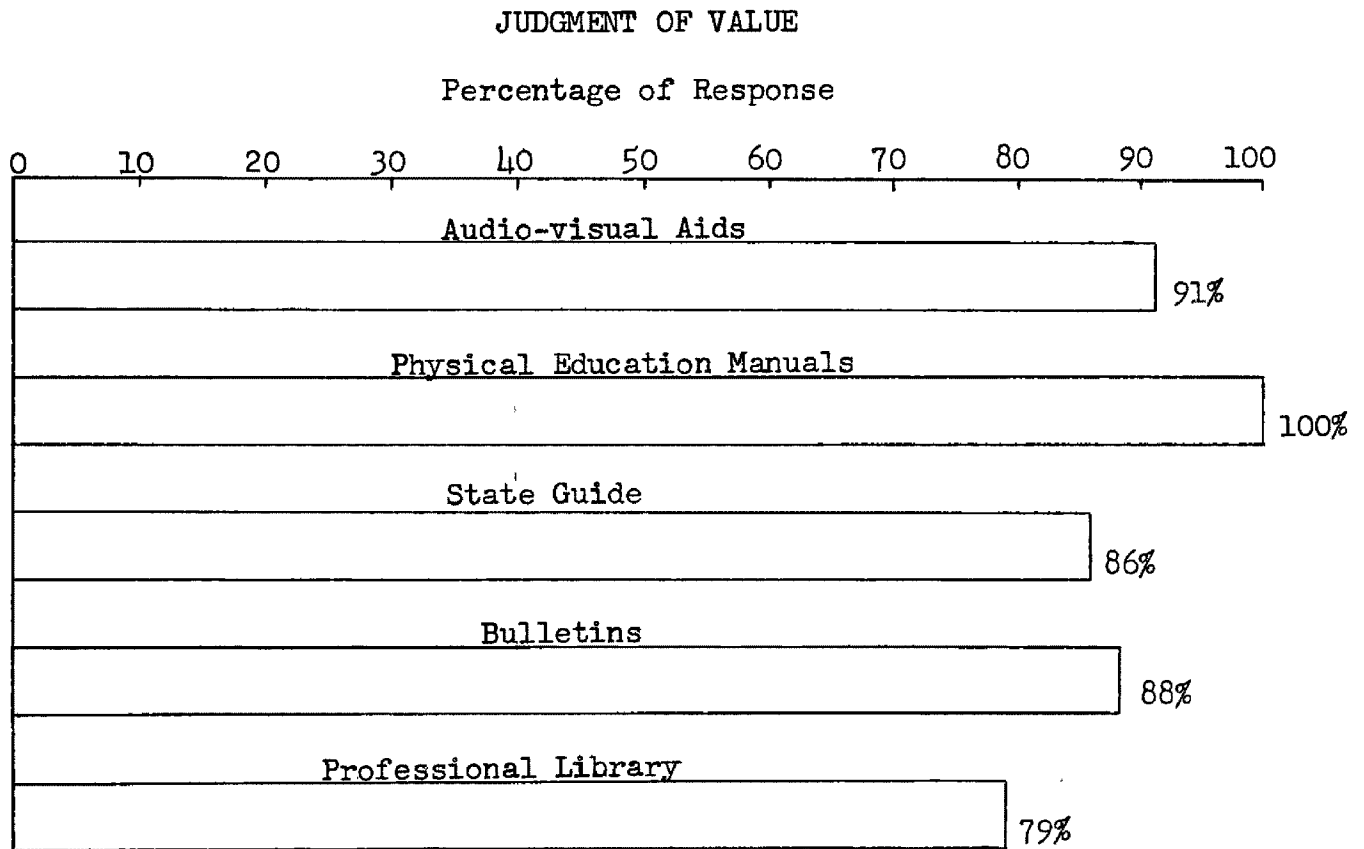


FIGURE 14

PERCENTAGE DISTRIBUTION OF VALUE
FOR TEACHING AIDS

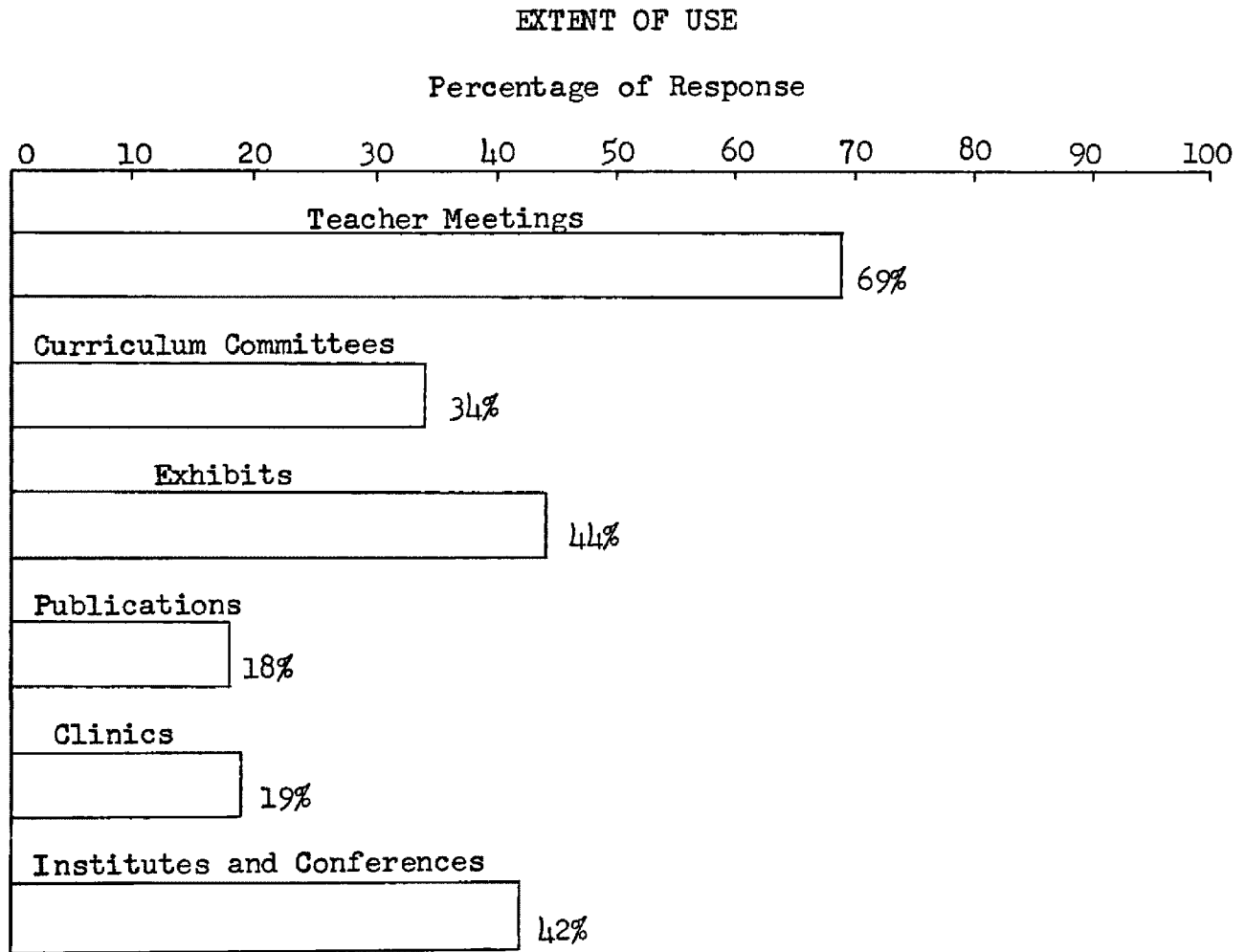


FIGURE 15

PERCENTAGE DISTRIBUTION OF USE
FOR TEACHER PARTICIPATION

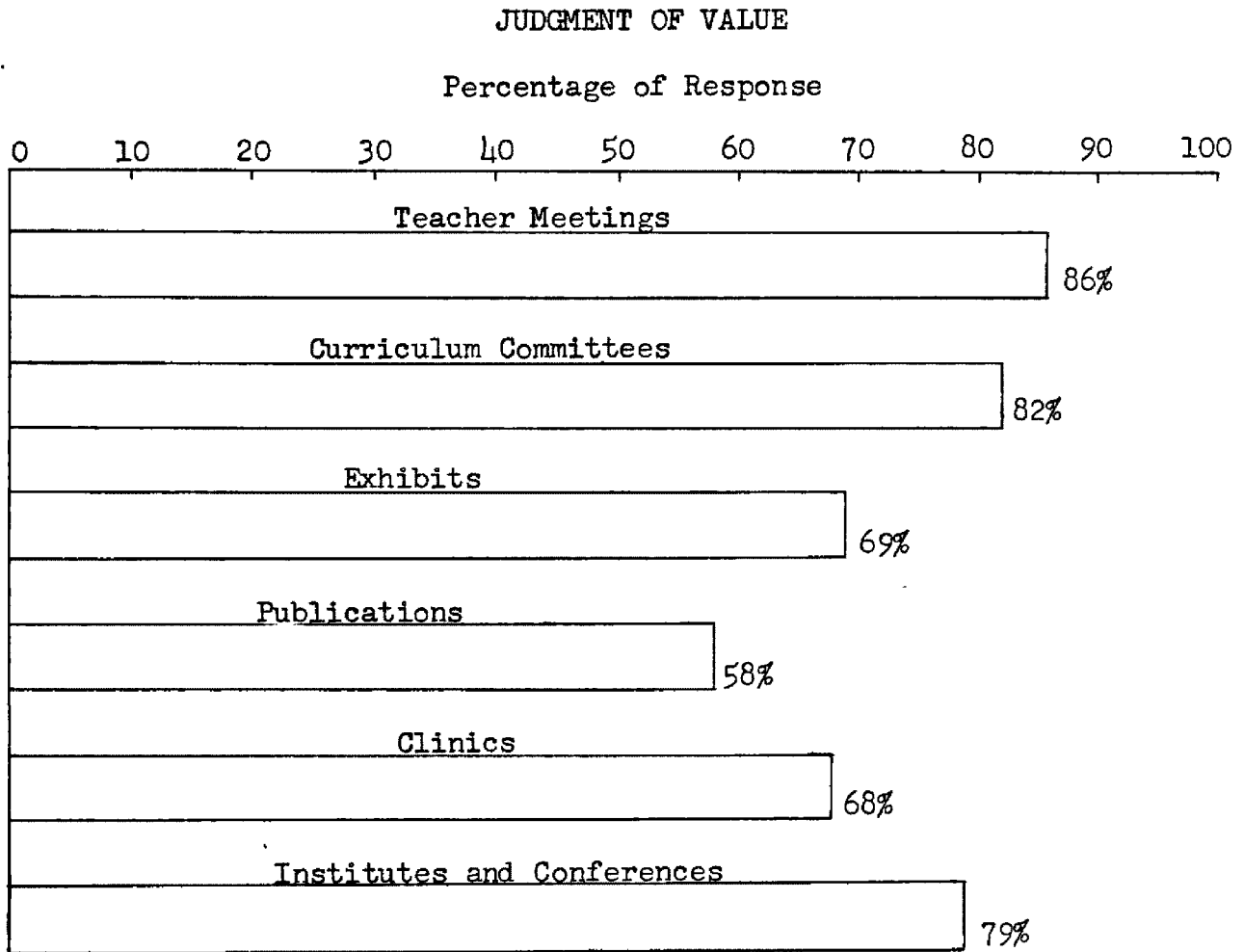


FIGURE 16

PERCENTAGE DISTRIBUTION OF VALUE
FOR TEACHER PARTICIPATION

page 107).

The most valuable pupil measurement was fitness tests, in the opinion of the teachers, and it was rated as having considerable value. Standardized tests were of some value and teacher-made tests were considered of moderate value (Table XV, page 107). Most teachers felt measurement of pupil progress through the use of tests was valuable (Figure 17).

Teacher observation of the pupil, though frequently used, was of moderate value to one per cent of the teachers. Another one per cent said that self-testing by the pupils was encouraged regularly and was of considerable value (Table XV, page 107). These were listed in addition to the check list topics.

Tests and measurements for the teacher. Twenty-two per cent of the teachers indicated charting pupil progress was used. This was followed by the evaluation of teaching through the use of tests. Both techniques were used on an occasional basis. According to the analysis of responses, a sixty-seven per cent average of teachers indicated these techniques were not used (Table XVI, page 108).

With regard to value, eighty-three per cent of the responses considered charting pupil progress as valuable while seventy-three per cent indicated evaluation of teaching through tests to be valuable (Figure 18). In the judgment of the teachers, both techniques had from some to moderate and considerable value (Table XVI, page 108). An average of only fourteen per cent felt the techniques were of no value.

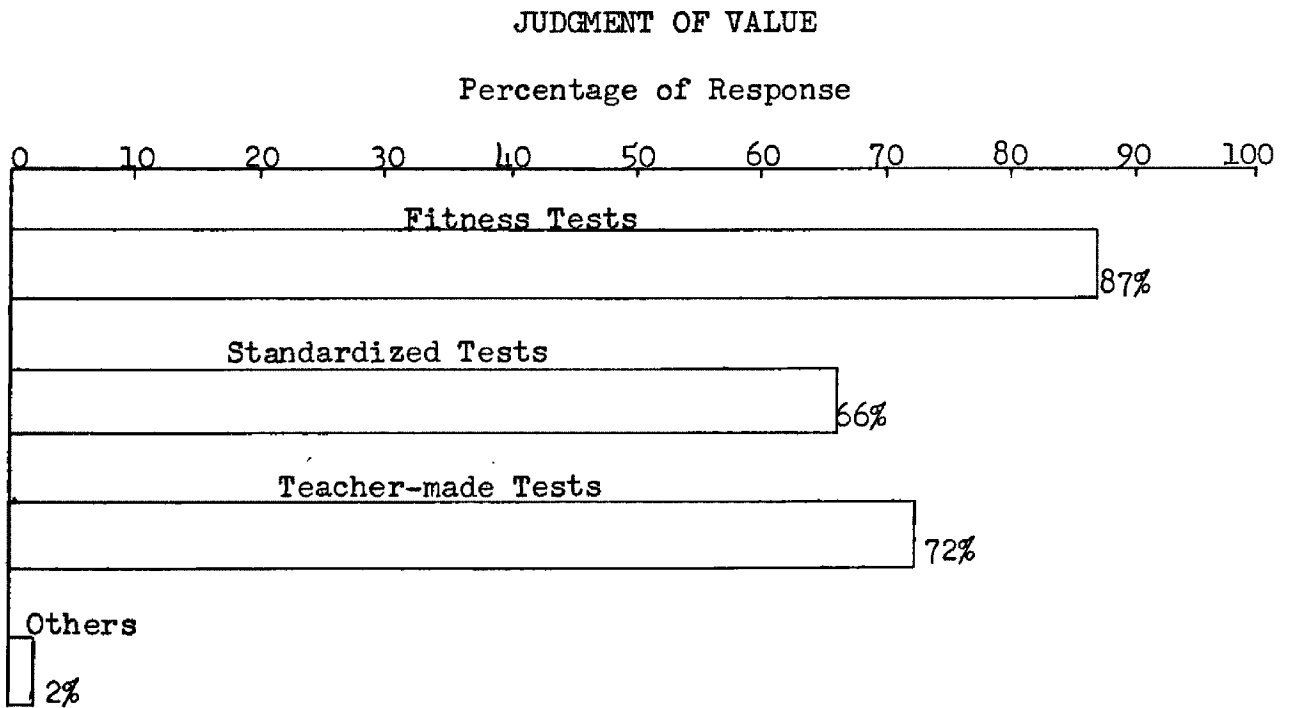
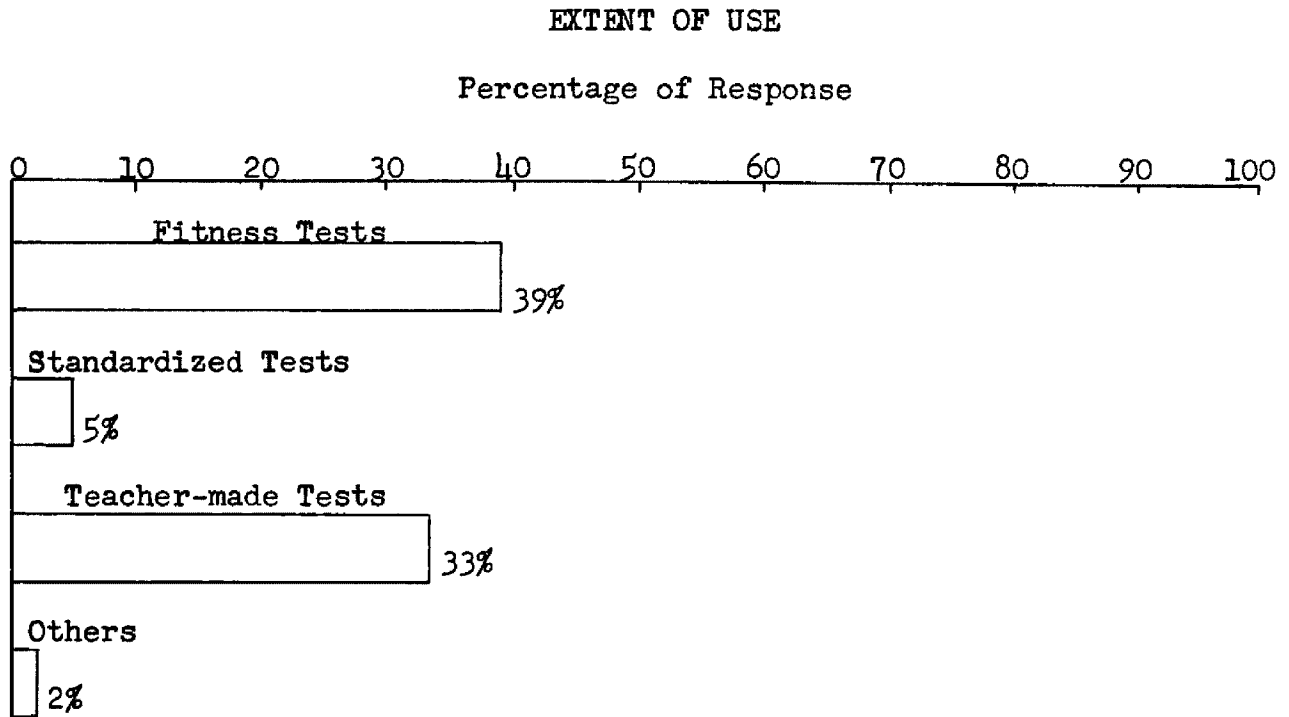


FIGURE 17
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TESTS AND MEASUREMENTS
IN PUPILS

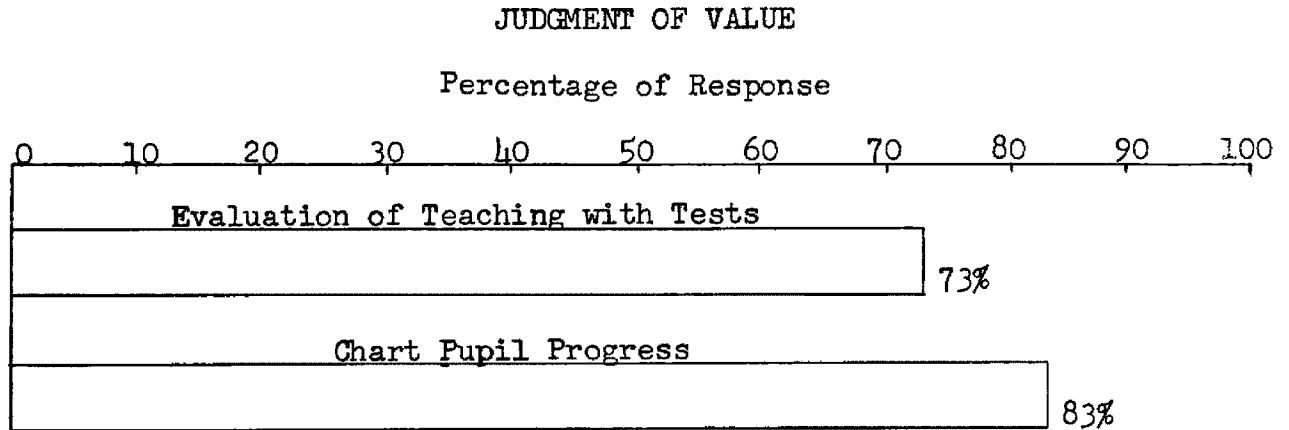
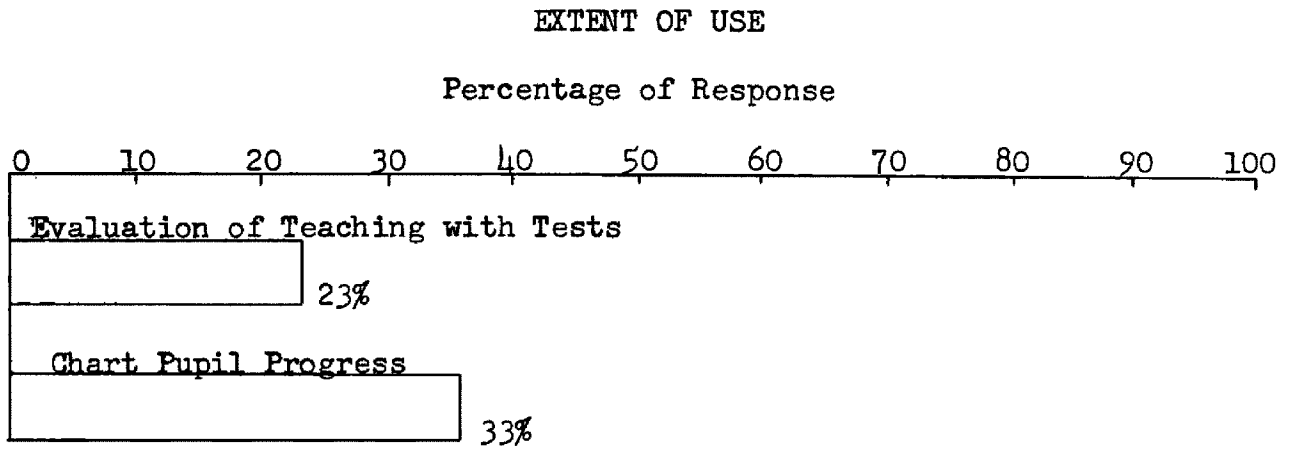


FIGURE 18
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TESTS AND MEASUREMENTS
FOR TEACHERS

II. EDUCATIONAL BACKGROUND OF TEACHERS

Introduction

In the survey of the Missoula schools, the teachers were requested to state their educational background and teaching experience. This portion of the check list gathered information for an analysis of the preparedness of the classroom teacher to instruct physical education. The following summary was made from the information collected.

Academic Preparation

Four per cent of the respondents indicated their current educational status was a two-year diploma. Eighteen per cent indicated they held a two-year diploma and had started work toward a four-year degree. The tabulation of responses showed more four-year graduates than any other degree of training representing forty-seven per cent of the respondents (Figure 19). In addition, twenty-five per cent of the teachers had started some study beyond the four-year degree. Of the classroom teachers in grades one through six, Master's degrees were held by six per cent.

The major field of these teachers was primarily elementary education. One teacher held a physical education minor. To receive a four-year degree in elementary education, the State Department of Public Instruction requires "professional training . . . in methods and skills in physical education."² An accredited institution provides a variety

²Certification of Teachers and School Administrators in Montana (Department of Public Instruction, Form 101-59 R, Butte, Montana: McKee Printers), p. 9.

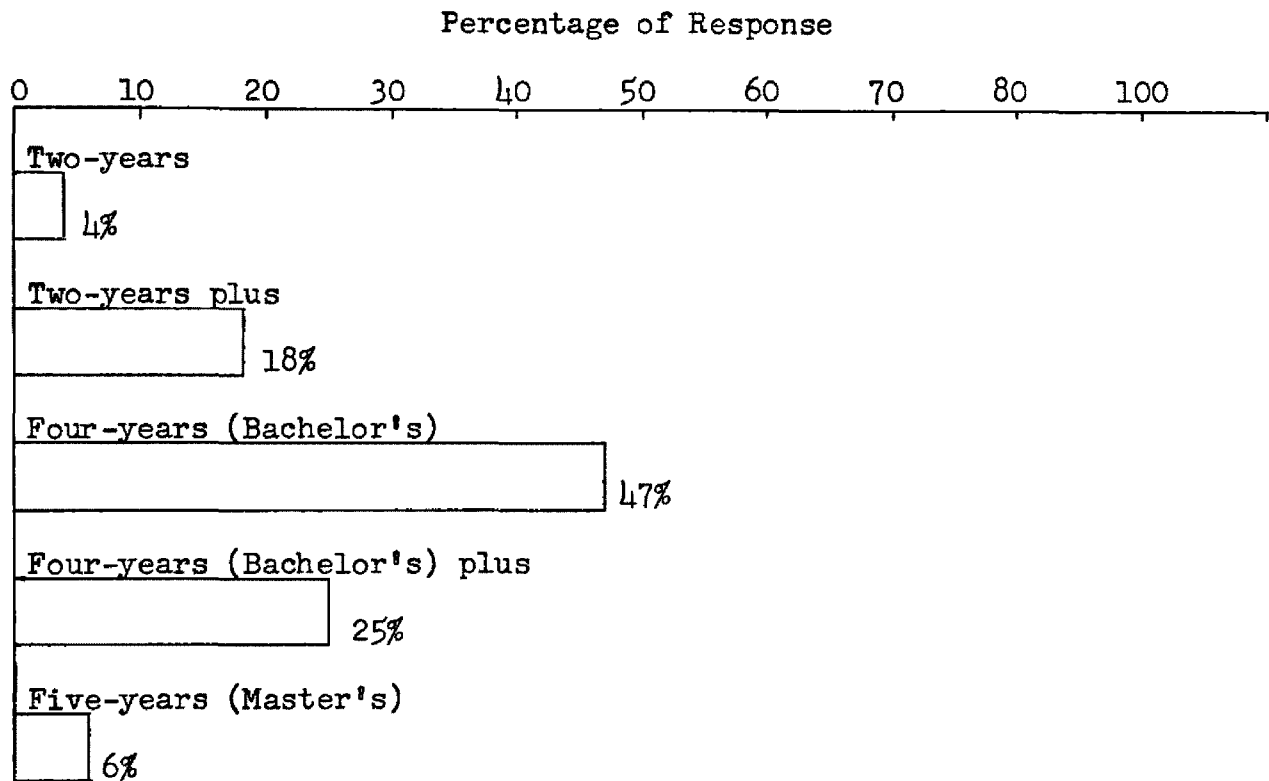


FIGURE 19

PERCENTAGE DISTRIBUTION OF TEACHERS'
ACADEMIC TRAINING

of subjects in physical education from which the potential classroom teacher may choose to enhance her teaching background.

The following list shows the numbers of teachers and the types of state teaching certificates held by the respondents.

General	2
Elementary	61
Elementary Life	7
Secondary	4
Special	1
Others	2

Teaching Experience

The average number of years taught on the elementary level was twelve years per teacher. A nine year average was found for those who had taught their own physical education classes.

Experiences related to the field of physical education were also requested. The teachers listed related activities such as: recreation programs, Scouts, 4-H, water safety, and swimming and diving instruction.

III. PRINCIPALS' SUPPLEMENT

Introduction

The principals completed a supplement to the major body of the check list. In the supplement, they indicated their educational background, teaching and administrative experience, administrative duties, and time allotments regarding their teaching duties and supervision. The following summary was made from this information.

Educational Background

All of the responding principals held at least four-year degrees. Eighteen per cent of the respondents indicated an undergraduate major or minor in physical education (Table XVIII, page 110). Nine per cent did not have a Master's degree, and another nine per cent indicated study beyond the Master's level. A Master's degree was held by eighty-two per cent of the respondents (Figure 20). Major and minor emphasis of the graduate degrees was:

	Major	Minor
Education	8	1
Administration	2	
Tests and Measurements	1	
Social Studies		2
Science		2

Fifty per cent of the respondents indicated they had no training in the supervision of physical education; however, seventy-three per cent felt they were qualified to supervise physical education because of academic training and experience. Nine per cent felt they were inadequately prepared due to the lack of academic training in the supervision of physical education.

Experience

Administrative experience ranged from one through twenty-eight years with an average of fifteen years. At the time of the survey, this group had been in the Missoula system in an administrative capacity for from one through eighteen years with an eleven year average.

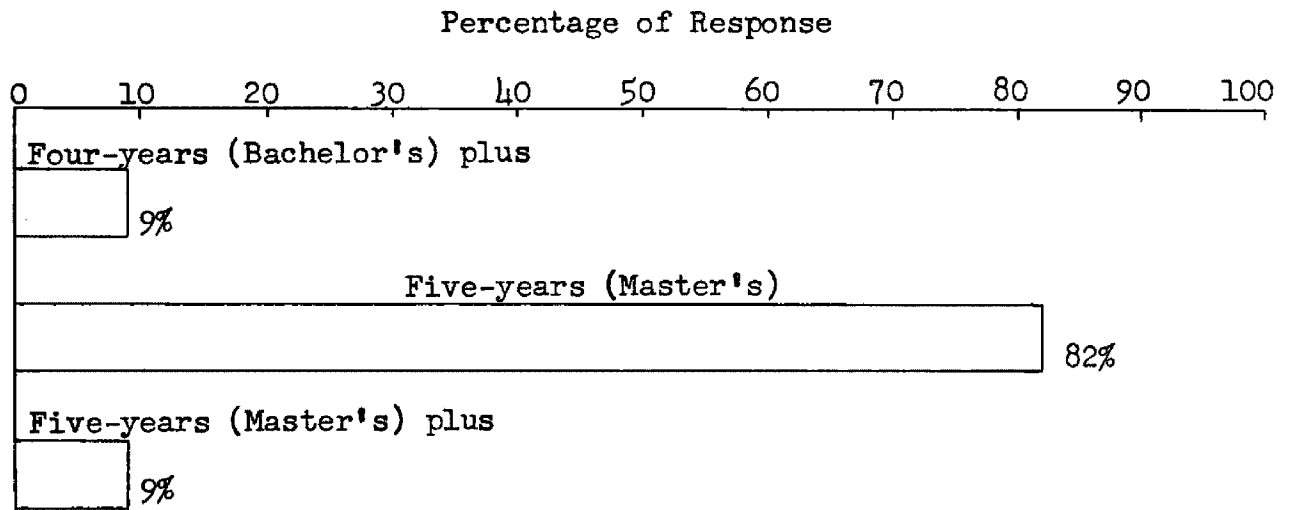


FIGURE 20

PERCENTAGE DISTRIBUTION OF PRINCIPALS' ACADEMIC TRAINING
BEYOND FOUR YEARS

No teaching experience was indicated by nine per cent of the principals; however, the range of teaching experience among this group was thirteen through thirty-four years.

Administrative Duties

The respondents indicated responsibility for supervision in all subject areas taught in their schools. The number of teachers supervised by each principal was an average of sixteen.

The majority of principals indicated that physical education was not quite as difficult to supervise as other subject areas (Table XIX, page 111). Regarding the number of visits each principal made to each teacher per month in physical education, the following comments were made:

Sometimes none

Very few

Two times per week with new teachers

One

Two

Less than one

Time Allotments

In addition to their administrative and supervisory duties, eighteen per cent of the principals taught classes. The teaching principal estimated fifteen to twenty per cent of his school day was devoted to preparation, teaching, and evaluation of these classes.

An estimate of from one to five per cent with an average of three per cent of total school time devoted to supervision was given to

the supervision of physical education. All of the principals indicated they spent less time in the supervision of physical education than they did in any other subject.

IV. SUMMARY

Chapter IV has presented the findings of the survey. These findings included an analysis of supervisory techniques regarding their use and value. These supervisory techniques were rated by the teachers in grades one through six concerned with the instruction of physical education. The educational background of these teachers was also presented. The principals completed a supplement covering their educational background, experience, administrative duties and time allotments in relation to the supervision of physical education.

Chapter V will present the summary, conclusions, and recommendations for the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The basic function of supervision is to improve the learning situation for children. Each person in a supervisory position can contribute to more effective learning in the classroom by helping teachers do their jobs better.

The problem of this study was resolved in two parts: (1) to evaluate supervisory techniques in physical education in the thirteen public elementary schools, grades one through six, in Missoula, Montana, during the 1960-61 school year, and (2) to determine supervisory techniques believed most valuable by the elementary classroom teachers concerned with the instruction of physical education.

A list of supervisory techniques was developed in relation to criteria recommended by authorities. The major topics in the check list included the visitation, evaluation of the visitation, demonstration teaching, in-service training, and types of special assistance. All the Missoula public elementary classroom teachers concerned with instructing physical education in grades one through six were surveyed with sixty-nine per cent responding. Teachers were requested to respond to use of certain supervisory techniques and to determine the value of these techniques. The principals and teachers completed supplements to the check list which included their educational background and teaching experience. The principals also provided information regarding their

teaching and administrative duties, supervisory experience, and time allotted to supervision of physical education. A response of ninety-two per cent was obtained from the principals.

The purpose of this chapter is to summarize the findings, draw conclusions, and make recommendations for this survey.

I. SUMMARY AND CONCLUSIONS

Visitation

The findings of the survey revealed the supervisory technique of teacher visitation was seldom used. The on-call type of visit was advocated by the authorities and was rated as the most desirable by the teachers. The teachers and authorities did not agree on the value of scheduled and unscheduled visitations.

The activity of the supervisor during the visitation was found to be primarily observation. The respondents indicated the most valuable activity to be teaching a lesson. Testing of student skills was also a desirable activity. Agreement between authoritative and respondent opinions regarding supervisor activity during the visitation was evident. The general consensus of authoritative opinion was that the supervisor should spend his time during the visitation as a person available to help the teachers.

Evaluation of the Visitation

A review of literature indicated that if the visitation was to be valuable, it must be followed by a teacher-supervisor conference in the immediate future. The results of the survey indicated that very seldom was time taken for a conference after the visitation. Yet the

majority of respondents valued time spent in conference, especially if it was used immediately after the visitation or later in the day. It was evident from this comparison that harmony existed between the conference time preferred by the respondents and that advocated by authorities.

When time was provided for a conference, it was usually fifteen minutes or less. The shorter conference of fifteen minutes or less was most desirable, according to the teachers. The authorities placed emphasis on content of the conference rather than the time element; therefore it was impossible to make a comparison of this technique on a basis of time.

Techniques of teaching the lesson, teacher evaluation, and lesson planning were the conference topics the authorities recommended for consideration. The survey revealed techniques of teaching and teacher evaluation most often used. The value placed on the conference topics by the respondents was essentially the same as that reported in the literature. The related literature advocated that not only points of teaching strength but improvable weaknesses be discussed.

The survey evidenced that the evaluation of the visitation in a written report was not used to any great extent, with the exception of lesson planning. Evaluation of lesson planning, techniques of teaching, and evaluation of the teacher were valuable, according to survey findings. In the estimation of the respondents, the value of these topics used in a written report was essentially the same as that reported in the literature.

Teachers preferred the use of a written report with a conference

rather than a written report without a conference. It was recommended in the literature that a written report be used for the evaluation of the visitation and that a copy be retained in administrative, supervisory, and teacher files for future reference. It was evident that this technique was not always practiced; although authorities recommended its use.

Demonstration Teaching

According to the findings of the survey, demonstration lessons were most often presented to the teachers by a regular classroom teacher. Specialists in physical education and the principals did very little demonstrating. The demonstration lesson was described by the respondents as a valuable technique particularly when presented by a specialist in physical education. The lessons demonstrated by principals or regular teachers were valuable to a lesser degree. Considerable agreement was found in a review of literature concerning the value of the demonstration lesson. Its use was advocated for all teachers and especially for new or weak teachers of physical education. Authorities placed special emphasis on demonstrations by outstanding regular teachers or by specialists in physical education.

The survey revealed the demonstration lesson was presented most often to a large group or to an individual teacher. The small group presentation was seldom used even though the findings indicated this presentation was preferred. The teachers and authorities did not agree on the value of the demonstration presentation for an individual teacher. The group demonstration provided a larger number of teachers

with the opportunity for participation, according to a review of the literature.

The survey indicated an explanation with the demonstration, a written plan of the lesson, and a question and answer period following the demonstration were used on a limited basis. Most of the respondents considered these techniques valuable, in particular the explanation with the demonstration. Providing a question and answer period and the written plan of the lesson was considered less valuable. The survey results and literature reviewed were in close agreement regarding the value placed on techniques of the demonstration procedure.

In-service Training

The survey findings indicated in-service training was not provided to any large extent. Occasional encouragement was directed by the principals toward professional reading, unit and project lesson planning in physical education, and experimentation with teaching methods. Workshops were least used of these in-service procedures. The response showed unit and project planning and workshops to be the most valuable of these techniques. The literature placed special emphasis on teacher participation in an in-service program. Decided agreement was found as to the value of these in-service training techniques between the results of the survey and the literature reviewed.

When in-service training was provided, the findings indicated it was usually held after school. Most of the responses revealed little in-service training was provided prior to the official opening of school in the fall or during school hours. The survey indicated time

used for an in-service training program was valuable. Respondents placed particular emphasis on training during school hours or prior to the official opening of school in the fall. The authorities and respondents agreed that in-service training should not be added to the teachers' working day. Authorities indicated a trend in recent years toward pre-school training.

Types of Special Assistance

From the results of the survey, it was found that physical education manuals were used most often and considered the most valuable teaching aid. Bulletins, a professional library, and audio-visual aids were used occasionally. All these teaching aids were considered more valuable by the respondents than the use indicated. A review of literature indicated encouragement toward the use of these teaching aids. The apparent concern of the authorities was keeping each of these aids available and current.

The types of special assistance in which teachers participated most often were teachers' meetings. Exhibits, curriculum committee meetings, institutes and conferences, writing for publication, and clinics were not used to any great extent, but were indicated by the respondents as valuable. Emphasis from the authorities indicated teacher participation in the aforementioned activities was very desirable. Teacher and authority agreement was noted regarding the value of participation in these activities.

Nearly all the responses indicated standardized tests in physical education were not used for the measurement of pupil progress. Teacher-made tests and fitness tests received some use. Most

respondents indicated measurement of pupil progress through the use of testing was valuable. The findings of the survey also indicated evaluation of teaching and charting of pupil progress through the use of tests was seldom used; yet the majority of responses indicated these techniques to be valuable. Authorities and respondents generally agreed that evaluation not only for the pupils but also for improvement of the physical education program was valuable. Evaluation was considered by the authorities as one of the most important aspects of the physical education program. This survey did not agree with the high rating placed on evaluation by the authorities; therefore providing a partial disagreement between the respondents and authorities.

Academic Preparation and Experience of Teachers

According to the responses, a majority of classroom teachers in grades one through six held four-year degrees. The major emphasis of this group and their certification was primarily elementary education. The survey indicated that experience teaching physical education among this group averaged nine years. A review of literature indicated the elementary teacher was likely to have a limited background in training and experience in physical education. Authorities and respondents showed agreement in reference to training; however, the teachers reported considerable experience in the teaching of physical education.

Educational Preparation and Administrative Experience of Principals

Master's degrees were held by the majority of principals in the Missoula system. Major emphasis of these degrees was education. The survey indicated administrative experience averaged fifteen years among

this group with an eleven-year average in the Missoula system. A review of literature revealed the principal of a school was usually equipped as an administrator. In addition, the inability to provide adequate supervision in special subject areas, such as physical education, was often admitted. Seventy-three per cent of the group surveyed indicated competence in the supervision of physical education; although fifty per cent had no training in this supervision. Authorities and respondents indicated only partial agreement regarding the supervision of physical education.

Teaching Duties

Eighteen per cent of the principals taught classes in addition to their other duties. An estimated fifteen to twenty per cent of the school day was devoted to preparation, teaching, and evaluation of these classes.

Supervisory Duties

Each principal supervised an average of sixteen teachers. In general, the principal indicated supervision of physical education was not as difficult as other subject areas. One or two visits per month were made to each teacher, according to principal response. This represented three per cent of the principals' total time devoted to all types of supervision. A review of literature indicated less time available for the principal which can be devoted to supervision because of administrative duties. Authoritative opinion and results of the findings in the principals' supplement showed agreement in relation to these time factors.

III. RECOMMENDATIONS

This survey has revealed that very little supervision in physical education was conducted in the Missoula Public Elementary Schools during the 1960-61 school year. The findings of the survey have indicated, generally, that supervision in physical education is valuable. Based on a comparison of the findings of the survey with the opinions of authorities, it is recommended:

1. That qualified and competent supervision in physical education be provided for classroom teachers instructing physical education in grades one through six in the Missoula schools.

2. That during the visitation, the supervisor do more teaching and provide more assistance in a testing program.

3. That a conference be scheduled soon after each visitation in which techniques of teaching a lesson, teacher evaluation, and lesson planning be cooperatively discussed.

4. That more demonstration lessons be presented with the specialist in physical education or an outstanding teacher presenting the lesson.

5. That during the demonstration lesson, an explanation of the lesson be presented verbally or in a written form, and that a discussion period be provided at the close of the lesson.

6. That more in-service training be provided, especially in the form of workshops, and that the majority of in-service training be held during school time or prior to the official opening of school in the fall.

7. That more types of special assistance in physical education be made available for instructional purposes such as audio-visual aids and a professional library.

8. That more opportunity be provided the classroom teachers for participation in types of special assistance such as curriculum committee meetings, writing for publication, and clinics.

9. That encouragement and guidance be provided teachers toward a sound program of evaluation in physical education.

The findings of this study may also be of importance to the Montana State Department of Public Instruction regarding the educational background of principals and teachers. Requirements in physical education for certification can be strengthened in future years for supervisors and teachers.

This survey revealed that the principal does not devote as much time to the supervision of physical education as he does to other subject areas. It is recommended that a specialist in the field of physical education be obtained to assist in this supervision.

Through this study, desirable techniques in supervision of physical education have been evaluated for the Missoula schools, and these techniques may serve as a guide in supervision toward improving the physical education program.

It is further recommended that a study of this type be considered every few years to determine the needs of teachers and to evaluate the success of the supervisory program in physical education.

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APPENDICES

APPENDIX A

TABLE I
 PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
 FOR KINDS OF VISITS

Extent of Use	Scheduled	Unscheduled	On-call
Regular	1	1	4
Frequent	1	3	1
Occasional	14	61	30
Not Used	75	34	55
No Response	8	1	10
Judgment of Value			
Considerable	19	10	26
Moderate	26	38	18
Some Value	21	34	29
No Value	23	14	16
No Response	10	4	12

TABLE II
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR ACTIVITY OF SUPERVISING PRINCIPAL
DURING VISITS

Extent of Use	Observes	Teaches	Tests
Regular	4	1	
Frequent	6	3	1
Occasional	61	10	4
Not Used	27	81	90
No Response	1	5	5
Judgment of Value			
Considerable	25	40	16
Moderate	22	14	17
Some Value	39	12	14
No Value	10	23	40
No Response	4	10	13

TABLE III
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE TIME

Extent of Use	Immediately	Later in Day	Others
Regular	3	5	5
Frequent	1	4	
Occasional	21	27	5
Not Used	62	53	
No Response	13	10	
Judgment of Value			
Considerable	36	22	6
Moderate	13	23	1
Some Value	18	23	3
No Value	18	17	
No Response	14	14	

TABLE IV

PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE LENGTH

Extent of Use	Less than 15 Minutes	15 to 30 Minutes	30 to 60 Minutes	Others
Regular	9	1		
Frequent	8			1
Occasional	31	10	3	1
Not Used	45	74	81	
No Response	6	14	17	
Judgment of Value				
Considerable	19	17	12	2
Moderate	18	23	6	
Some Value	39	9	17	
No Value	13	32	44	
No Response	10	18	21	

TABLE V
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR CONFERENCE TOPICS

Extent of Use	Techniques of Teaching	Evaluation of Teachers	Lesson Plans	Others
Regular	12	13	18	
Frequent	8	5	3	
Occasional	30	21	18	1
Not Used	49	49	52	
No Response	1	12	9	
Judgment of Value				
Considerable	48	36	30	
Moderate	22	18	26	1
Some Value	14	17	18	
No Value	12	17	17	
No Response	4	12	9	

TABLE VI
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TOPICS IN WRITTEN REPORTS

Extent of Use	Techniques of Teaching	Evaluation of Teachers	Lesson Plans
Regular	16	9	43
Frequent	3	4	1
Occasional	9	12	9
Not Used	69	66	38
No Response	4	9	9
Judgment of Value			
Considerable	25	16	39
Moderate	19	22	21
Some Value	22	25	16
No Value	19	21	14
No Response	14	17	10

TABLE VII
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR USE OF WRITTEN REPORTS

Extent of Use	With Conference	Instead of Conference	Others
Regular	9	3	1
Frequent			
Occasional	12	5	
Not Used	75	81	
No Response	4	12	
Judgment of Value			
Considerable	18	4	
Moderate	14	10	
Some Value	27	31	
No Value	29	38	
No Response	12	17	1

TABLE VIII
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR DEMONSTRATION LESSONS

Extent of Use	Special Teacher	Principal	Regular Teacher	Others
Regular	3	1	23	
Frequent	1		12	
Occasional	6	13	16	1
Not Used	87	81	43	
No Response	3	5	6	
Judgment of Value				
Considerable	55	34	34	1
Moderate	14	16	30	
Some Value	5	18	21	
No Value	18	25	8	
No Response	8	8	8	

TABLE IX
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR DEMONSTRATION PRESENTATION

Extent of Use	To Individual	To Small Group	To Large Group
Regular		3	
Frequent	1	5	
Occasional	20	13	21
Not Used	74	73	71
No Response	5	6	8
Judgment of Value			
Considerable	19	38	14
Moderate	19	19	21
Some Value	23	17	26
No Value	26	14	29
No Response	12	12	10

TABLE X
 PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
 FOR DEMONSTRATION PROCEDURE

Extent of Use	Explanation with Demonstration	Written Plan Presented	Question and Answer Period	Others
Regular	13	17	5	1
Frequent	9		8	
Occasional	8	10	13	
Not Used	68	66	66	
No Response	3	6	8	
<hr/>				
Judgment of Value				
<hr/>				
Considerable	56	35	31	1
Moderate	18	16	25	
Some Value	6	21	19	
No Value	12	17	13	
No Response	8	12	12	

TABLE XI
 PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
 FOR ACTIVITY OF SUPERVISING PRINCIPAL
 DURING IN-SERVICE TRAINING

Extent of Use	Workshops	Professional Reading	Experimentation	Planning
Regular	1	5	6	9
Frequent		4	13	
Occasional	10	44	32	39
Not Used	88	43	43	49
No Response		4	5	3
Judgment of Value				
Considerable	34	16	26	38
Moderate	27	31	31	23
Some Value	16	35	23	19
No Value	14	9	10	13
No Response	9	9	9	6

TABLE XII
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TIME OF IN-SERVICE TRAINING

Extent of Use	During School Hours	After School Hours	Prior to Official Opening of School
Regular	4	1	
Frequent	1	4	
Occasional	12	18	6
Not Used	78	71	88
No Response	5	5	5
Judgment of Value			
Considerable	31	12	23
Moderate	17	17	14
Some Value	21	31	19
No Value	19	30	30
No Response	12	10	13

TABLE XIII
 PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
 FOR TEACHING AIDS

Extent of Use	Audio-Visual Aids	Physical Education Manuals	State Guide	Bulletins	Professional Library
Regular	23	83	26	14	13
Frequent	6	8	13	8	9
Occasional	34	4	23	43	39
Not Used	35	5	32	34	34
No Response	1		5	1	5
<hr/>					
Judgment of Value					
Considerable	45	77	29	29	29
Moderate	27	18	30	27	32
Some Value	19	5	27	32	18
No Value	5		9	9	10
No Response	3		5	3	10

TABLE XIV
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TEACHER PARTICIPATION

Extent of Use	Teacher Meetings	Curriculum Committees	Exhibits	Publications	Clinics	Institutes and Conferences
Regular	14	4	8		5	12
Frequent	10	3				4
Occasional	45	27	36	18	14	26
Not Used	30	64	53	78	77	55
No Response		3	3	4	4	4
Judgment of Value						
Considerable	30	23	16	4	16	27
Moderate	25	21	27	22	30	25
Some Value	31	38	26	32	22	27
No Value	10	13	26	31	25	16
No Response	4	5	5	10	8	5

TABLE XV
 PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
 FOR TESTS AND MEASUREMENTS
 IN PUPILS

Extent of Use	Fitness Tests	Standardized Tests	Teacher-made Tests	Others
Regular	6	1	1	1
Frequent	4		3	1
Occasional	29	4	29	
Not Used	58	92	65	
No Response	3	3	3	
Judgment of Value				
Considerable	42	14	17	1
Moderate	14	17	30	1
Some Value	31	35	25	
No Value	8	26	19	
No Response	5	8	9	

TABLE XVI
PERCENTAGE DISTRIBUTION OF USE AND OF VALUE
FOR TESTS AND MEASUREMENTS
FOR TEACHERS

Extent of Use	Evaluation of Teaching with Tests	Chart Pupil Progress
Regular	4	1
Frequent	3	10
Occasional	16	22
Not Used	73	61
No Response	5	5
Judgment of Value		
Considerable	17	23
Moderate	18	22
Some Value	38	38
No Value	18	10
No Response	9	6

TABLE XVII
DISTRIBUTION OF CHECK LISTS AND RETURNS

School Code	Distributed	Completed
A	10	6
B	7	4
C	3	3
D	6	6
E	13	4
F	12	9
G	7	7
H	12	9
I	6	5
J	9	3
K	11	6
L	7	7
M	9	9
Total	112	77

TABLE XVIII
PRINCIPALS' UNDERGRADUATE EMPHASIS

	Major	Minor
Physical Education	1	1
Education Administration	1	
Education	5	
Geography		1
History	2	2
Mathematics		5
Science	1	4
Social Economics	1	
Social Studies	2	2
Spanish		1

TABLE XIX
 DEGREE OF DIFFICULTY TO SUPERVISE
 FOR PRINCIPALS

	Arithmetic	Art	Health	Language Arts	Music	Physical Education	Reading	Social Studies
Most Difficult	2	3		4	3		5	1
Next Most Difficult	2		1	2	3		1	3
Not Quite as Difficult	2	2	5	3	2	7	1	3
Least Difficult	2	4	2		1	1	2	1

APPENDIX B

Check List for Teachers

AN EVALUATION OF SUPERVISORY TECHNIQUES IN PHYSICAL EDUCATION IN
THIRTEEN PUBLIC ELEMENTARY SCHOOLS, GRADES ONE THROUGH SIX,
MISSOULA, MONTANA, 1960-61

This part of the survey is to be checked by the teacher of physical education.

In this study the purposes are:

- a. to determine the supervisory practices actually being used in the public elementary schools of Missoula.
- b. to determine the supervisory practices believed most valuable by the teachers even though the practices may not be used in the schools.

Upon completion of this study, a summary of the findings will be sent to each person completing the check list.

Names of individuals and schools will remain anonymous.

Return to:

Principal of school

To The Teacher

Please describe or check (x) in the spaces below.

I. Educational Background: Indicate your educational status.

- A. Two-year graduate
- B. Two-year graduate plus work toward a degree
- C. Four-year graduate

Major _____ Minor _____.

- D. Four-year graduate plus graduate work with no graduate degree

- E. Graduate degree: Masters . Doctors .

Major emphasis _____

Minor emphasis _____

- F. Indicate the type of certificate(s) held.

- General
- Elementary
- Secondary
- Special
- Others _____
- _____

II. Experience:

- A. How many years have you taught? - elementary schools _____, secondary _____, college _____, others _____.

- B. How many years have you taught physical education? _____

- C. Specify any related experiences pertinent to the teaching of physical education not covered above such as recreation, camp, Scouts, Camp Fire, private instruction in any sport, administration, or supervision of physical education. Specify time length of each.

INTERPRETATION OF TERMS

Keep this card at the top of your desk to use as a guide for the interpretation of the terms in the "Extent of Use" and "Judgment of Value" columns.

"Regular" implies that the practice occurs commonly, consistently or usually.

"Frequent" implies that the practice occurs at short intervals, not necessarily regular.

"Occasional" implies that the practice occurs now and then.

"Not Used" implies that the practice is not used at all.

"Considerable" implies that the practice is important and useful.

"Moderate" implies that the practice has medium importance and use.

"Some Value" implies that the practice is of very little importance or use.

"No Value" implies that the practice is of no value at all.

Directions for Marking the Check List

This study is concerned with the supervision of physical education. In this check list are a number of supervisory practices which are advocated by authorities.

To give yourself a general idea of the scope of the inquiry, read the check list through before marking any statements.

The check list should be answered in the following manner:

1. "Extent of Use" refers to the actual use of a supervisory practice in your school. Place one check mark (x) in the column which best describes the extent to which the practice is used in your school. Check items not used in your school in the "Not Used" column. All items should be checked.
2. "Judgment of Value" refers to your estimated value of each of the practices listed as a supervisory technique. Place one check mark (x) in the column which best registers your personal judgment or opinion of the value of EACH item.

Do NOT allow the items in the "Extent of Use" column to influence your opinion in rating the items in the "Judgment of Value" column. All items should be checked.

3. List any additional practices you feel necessary and rate these items to indicate Use and Value.

Sample Procedure for Marking

Supervisory practices directed toward the improvement of teaching physical education	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
I. Visitation								
A. Length of visit								
1. 1/4 class period				x				x
2. 1/2 class period	x						x	
3. 3/4 class period	x						x	
4. Whole class period				x	x			
5. Others (List and Check)								

INTERPRETATION: Short visits are not used and have no value. Longer visits are used regularly but have only some value. Whole period visits are not used but in the opinion of the respondent are very valuable.

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
I. Visitation: An official call on the teacher by the supervising principal.								
A. Kinds of Visits								
1. Scheduled visits								
2. Unscheduled visits								
3. On-call visits								
4. Others (List and Check)								
B. Activity of the supervising principal.	-	-	-	-	-	-	-	-
1. Observes the lesson								
2. Teaches a part or whole lesson								
3. Tests the pupils								
4. Others (List and Check)								
II. Evaluation of Visitation: The method employed by the supervising principal in evaluating the visitation.	-	-	-	-	-	-	-	-
A. Conference Time								
1. Immediately after visit								
2. Later in the same day								
3. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
II. Evaluation of Visitation cont'd.								
B. Conference Length								
1. Less than 15 minutes								
2. 15 to 30 minutes								
3. 30 to 60 minutes								
4. Others (List and Check)								
C. Conference Topics	—	—	—	—	—	—	—	—
1. Techniques of teaching lesson								
2. Teacher evaluation								
3. Lesson plans								
4. Others (List and Check)								
D. Written reports for the teacher or supervising principal's file.	—	—	—	—	—	—	—	—
1. Techniques of teaching lesson								
2. Check list on teacher evaluation								
3. Lesson plans								
4. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
II. Evaluation of Visitation cont'd.								
E. Written reports used								
1. Along with conference								
2. Instead of conference								
3. Others (List and Check)								
III. Demonstration Teaching: A lesson taught to illustrate sound procedures and methods of teaching physical education.								
A. Demonstration lesson taught								
1. By special teacher								
2. By supervising principal								
3. By regular teacher								
4. Others (List and Check)								
B. Presentation of demonstration								
1. To an individual								
2. To a small group (under 25)								
3. To a large group (25 and over)								
4. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
III. Demonstration Teaching cont'd.								
C. Procedure used for demonstration								
1. Explanation with demonstration								
2. Written plan presented before lesson is taught								
3. Question and answer period follows lesson								
4. Others (List and Check)								
IV. In-service Training: Staff participation in activities to improve teaching physical education.	—	—	—	—	—	—	—	—
A. Activities of the supervising principal								
1. Conduct workshops								
2. Suggest professional reading								
3. Encourage various methods of experimentation								
4. Aid in planning projects and units								
5. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
IV. In-service Training cont'd.								
B. Time of In-service Training								
1. During school hours								
2. After school hours								
3. While under contract to the district prior to the official opening of school								
4. Others (List and Check)								
V. Types of Special Assistance: Help or encouragement from the supervising principal to supplement the teacher toward improving the physical education program.								
A. Teaching Aids: Materials of instruction available at all times to supplement instruction of the pupil.								
1. Audio-visual materials								
2. Physical education manuals								
3. State course of study								
4. Bulletins and notices								
5. Professional library								
6. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
V. Types of Special Assistance cont'd.								
B. Teacher Participation: Activities in which the teacher participates by contributing efforts and ideas.								
1. Contribute at teachers' meetings								
2. Work on curriculum committees								
3. Preparation of exhibits								
4. Write for publication								
5. Participate in clinics								
6. Attend institutes and conferences								
7. Others (List and Check)								
C. Tests and Measurements: Evaluation to indicate status and change.								
1. In pupils								
a. Use of fitness tests in physical education								
b. Use of standardized tests in physical education								
c. Use of teacher-made tests								
d. Others (List and Check)								

Important: Check every item once in the "Use" column and once in the "Value" column.

Supervisory practices directed toward the improvement of teaching	Extent of Use				Judgment of Value			
	Regular	Frequent	Occasional	Not Used	Considerable	Moderate	Some Value	No Value
V. Types of Special Assistance cont'd.								
C. Tests and Measurements cont'd.								
2. For teacher								
a. Evaluation of teaching through analysis of tests								
b. Chart progress of pupil								
c. Others (List and Check)								

Use space for additional comments.

APPENDIX C

Supplement for Principals

AN EVALUATION OF SUPERVISORY TECHNIQUES IN PHYSICAL EDUCATION IN
THIRTEEN PUBLIC ELEMENTARY SCHOOLS, GRADES ONE THROUGH SIX,
MISSOULA, MONTANA, 1960-61

This part of the survey is to be completed by the principal and
is to supplement the major body of the check list.

In this study the purposes are:-

- a. to determine the supervisory practices actually being
used in the public elementary schools of Missoula.
- b. to determine the supervisory practices believed most
valuable by the teachers even though the practices
may not be used in the school.

Upon completion of this study, a summary of the findings will be
sent to each person completing the check list.

It is hoped by the investigator that the results will be of
value to you as a supervisor.

Names of individuals and schools will remain anonymous.

Return to:

Helen M. Tremper
4311 Lake Place
Missoula, Montana

To the Principal

Please describe or check (x) in the spaces below.

I. Educational Background:

A. Four-year degree. Yes _____. No _____.

Major _____

Minor _____

B. Have you done graduate work? Yes _____. No _____.

If yes, specify the number of hours _____, and (or) degree(s).

What was your major emphasis? _____

minor emphasis? _____

C. Have you had any formal training in the supervision of physical education? Yes _____. No _____.

D. Do you feel qualified to do effective supervision in physical education? Yes _____. No _____.

If yes, why? _____

If no, why not? _____

II. Experience:

A. How many years have you been an administrator? _____

B. How many years have you been an administrator in Missoula? _____

C. How many years have you supervised physical education? _____

D. Excluding coaching of athletic teams, how many years have you actually taught physical education? _____

E. Including administration, how many years of teaching experience do you have? _____

III. Administrative Duties:

- A. How many staff members are in the school for which you are responsible? _____
- B. Are you responsible for the supervision of all subjects in your school? Yes _____. No _____.

Part A:

What areas of supervision are your responsibility?

Check Subject	List Grades	Number of Teachers Supervised
_____ Arithmetic	_____	_____
_____ Art	_____	_____
_____ Health	_____	_____
_____ Language Arts	_____	_____
_____ Music	_____	_____
_____ Physical Education	_____	_____
_____ Reading	_____	_____
_____ Social Studies	_____	_____

Part B:

Which subject areas do you feel are the most difficult to supervise? Rank each subject as to the degree of difficulty to supervise.

- | | |
|----------------------------|--------------------------|
| (1) Most Difficult | _____ Arithmetic |
| (2) Next Most Difficult | _____ Art |
| (3) Not Quite as Difficult | _____ Health |
| (4) Least Difficult | _____ Language Arts |
| | _____ Music |
| | _____ Physical Education |
| | _____ Reading |
| | _____ Social Studies |

- C. Estimate the number of supervisory visits in physical education you make per teacher per month. _____

IV. Time Allotments:

A. Do you teach any classes? Yes____. No____.

If yes, approximately what per cent of your school day is used in preparation, teaching, and evaluation of these classes?_____%

B. What per cent of your total time do you spend in the supervision of physical education?_____%

How would you rate this per cent as?

____More than other subject areas

____Same as other subject areas

____Less than other subject areas

APPENDIX D

4311 Lake Place
Missoula, Montana
May 1, 1961

Mr. C. S. Porter
Superintendent of Schools
School District No. 1
Missoula, Montana

Dear Mr. Porter:

With this letter, I request your permission to make a study of supervision in physical education through the principals and teachers of the elementary schools, grades one through six. This study will permit me to fulfill the thesis requirements for the Master of Science degree in physical education at Montana State University.

The purposes of the study are to determine the extent of use of supervisory practices in the Missoula public elementary schools and the judgment of value of each practice as a supervisory technique.

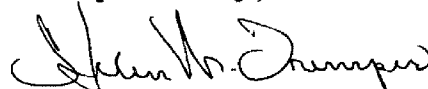
A summary of the findings will be sent to you, the principals, and the teachers with the hope that the results will be of value in the analysis of the supervision in physical education.

Approximately thirty minutes will be needed for completion of the check list by each teacher. Names of schools and individuals will be anonymous.

With your granted permission to do the study, I would like to distribute the check lists during the second week in May.

Thank you.

Respectfully,



Helen M. Tremper

APPENDIX E

MISSOULA PUBLIC ELEMENTARY SCHOOLS SURVEYED

Central Grade School
Franklin Grade School
Hawthorne Grade School
Jefferson Grade School
Lewis and Clark Grade School
Lowell Grade School
Paxson Grade School
Prescott Grade School
Rattlesnake Grade School
Roosevelt Grade School
Washington Grade School
Whittier Grade School
Willard Grade School