

Summer 8-1-1965

## A Proposed Plan for the Improvement of Instruction in Central School through the Supervisory Activities of the Teaching Principal

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A PROPOSED PLAN FOR THE IMPROVEMENT OF INSTRUCTION  
IN CENTRAL SCHOOL  
THROUGH THE SUPERVISORY ACTIVITIES OF THE TEACHING PRINCIPAL

---

A Research Paper  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
John P. Norling  
August 1965

THIS PAPER IS APPROVED AS MEETING  
THE PLAN 2 REQUIREMENT FOR THE  
COMPLETION OF A RESEARCH PAPER.

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Roscoe V. Buckland  
FOR THE GRADUATE FACULTY

## ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Roscoe V. Buckland for the supervision and guidance he gave in the preparation of this paper.

Grateful acknowledgment is expressed to Dr. Roy F. Ruebel and Mr. Arley Vancil for their part in this study.

I am also deeply indebted to my wife and family for their moral support and encouragement toward the completion of this degree.

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## CHAPTER I

### INTRODUCTION

It is generally conceded by most educators, that the principal's duties fall into two categories: (1) administrative, and (2) supervisory. Every principal must take care of his administrative duties and many neglect supervision. For this reason we will be concerned primarily with supervision which is to improve the instructional program. Schools provide supervisors to assist the principal in this responsibility, but in many smaller schools, the principal must assume the full responsibility of supervision, which in reality is his most important job. This role is often neglected by the principal and more so by the teaching principal.

Today, in our country, lay persons and school boards are more interested and concerned than ever in what is taking place in our schools. A great number of questions are being asked, concerning what is being taught. A principal must be specific on what is being done and why, as well as have a background knowledge of each teacher's effective teaching and each subject taught. Supervision is often neglected because it is felt that good teachers can do an adequate job without the assistance of effective supervision.

Effective supervision requires organization and time, as well as understanding, in order to establish good rapport

among teachers, pupils and the administration.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to survey the importance of the role of the elementary principal in improvement of instruction, (2) to make a limited study of professional literature, in order to discover ways and means by which the elementary principal provides more effective supervisory services, (3) to present a proposed program for improving the supervisory services of the principal in Central School which would result in an improvement in instruction, and (4) to conclude the study with selected summarizing statements.

Importance of the study. Teachers in every school need a full time leader to assist them with the instructional program and with student behavioral problems; and to provide them with the leadership necessary for a healthy, happy, cooperative school atmosphere. The teaching principal seldom has time for direct observation or supervision of classroom teaching or to assist the teacher with instructional problems, or to develop modifications in the program that might be desirable. As long as the principal is expected to do regular classroom teaching, he then must find ways to perform his supervisory responsibilities. In this study, an attempt was



made to determine which techniques and methods will make the teaching principal's supervision more effective.

## II. DEFINITIONS OF TERMS USED

Teaching principal. A school principal who has less than 75 per cent of his time free from classroom teaching duties. (11:412)

Supervision. All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction. (11:539)

Supervisor. Any person who renders a supervisory service. In this paper the term is synonymous with the teaching principal. (20:18)

Orientation. A task of supervision; directing activities toward providing new staff members with necessary information and understanding to maximize chances of initial success with a minimum of difficulties. (12:543)

Classroom visitation. The practice of going to observe teachers at work teaching their classes. (11:600)

Individual conference. A meeting of supervisor and teacher for the discussion of instructional policies or other

problems; may be initiated either by principal or teacher.  
(11:120)

Action research. A carefully planned and controlled research in the classroom; a discovery means to improve instruction. (20:167)

## CHAPTER II

### THE SUPERVISORY ACTIVITIES OF THE TEACHING PRINCIPAL

#### I. REVIEW OF LITERATURE

Much has been written in regard to the field of supervision, and those involved in educational theory agree that supervision exists for the primary purpose of improving instruction. It is also agreed that a teaching principal faces a difficult task in trying to provide leadership in the improvement of instruction, as well as carry out his other duties.

#### II. CHARACTERISTICS OF SUPERVISION

In order to propose a plan for the improvement of supervision for Central School, the views of various authors were reviewed, to determine some of the characteristics of good supervision.

Briggs and Justman stated that supervision should be of a positive nature and listed the characteristics necessary for good supervision:

1. Supervision should be constructive and creative.
2. Supervision should be democratic.
3. Supervision should rely upon the collective resources of the group rather than upon the efforts of the supervisor.

4. Supervision should be based upon professional rather than personal relationship.
5. The ultimate concern of supervision should be to make more nearly possible the attainment by children of approved educational goals.
6. Supervision should seek to promote the growth of teachers by developing their special strengths.
7. Supervision should be concerned with the personal welfare of teachers and with good intra-staff relations.
8. Supervision should begin with conditions and practices as they are.
9. Supervision should be gradual, progressive and consistent.
10. Supervision should be adapted to the capacities, attitudes and even prejudices of the teachers.
11. Supervision should be characterized by simplicity and informality.
12. Supervision should use only the simplest of machinery.
13. Supervision should be cumulative in its results.
14. Supervision should be objective and rigorous in self evaluation. (2:130-141)

Neagley and Evans, in a more recent approach to the characteristics of supervision, list only three concepts of modern supervision:

1. The establishment and maintenance of satisfactory human relations among all staff members is primary.
2. Modern supervision is democratic, in the most enlightened sense, or as the term implies, a dynamic, understanding, sensitive leadership role.
3. Modern supervision is comprehensive in scope and takes in the total school program.

If the full potentialities of individuals and society are to be realized, these characteristics must be translated into the most effective learning experiences.

Neagley and Evans also state further that modern supervision is directed at improving all factors of the teacher-learning situation, which is broken down into group techniques and individual techniques.

#### Group Techniques

1. Cooperative curriculum study and development is essential to the maintenance of up-to-date and worthwhile classroom experiences for students. All staff members should be involved.
2. A carefully planned staff in-service program can contribute much to intellectual growth in the area where research and experimentation are having an impact.
3. The proper orientation of teachers to the school and community is a vital supervisory function.
4. Action research and experimentation at the district level are desperately needed in American public education.
5. The coordination of special services and subjects such as art, music, physical education, speech correction, and developmental reading with the total program is a supervisory program of the first magnitude.

#### Individual Techniques

1. Classroom visitation is still an important part of a supervisory program.
2. Individual teacher conferences should be prominent in any comprehensive supervisory plan.
3. The selection and assignment of well-qualified professional personnel is the basis on which a sound program of supervision must be built.

4. The encouragement of professional writing by capable personnel who have something to report to the profession is a function of the supervisor. (20:4-9)

It was indicated by nearly all authorities of supervision that if a successful supervisory program is to function, all facets of supervision must be considered.

Harris breaks supervision into ten major areas:

1. Developing curriculum.
2. Organizing for instruction.
3. Staffing.
4. Providing facilities.
5. Providing materials.
6. Arranging for in-service education.
7. Orienting new staff members.
8. Relating special services.
9. Developing public relations.
10. Evaluating. (12:13-14)

The views of most authors related here are similar, with some more comprehensive than others. Spears lists four points which tend to group the views together:

1. Helping teachers as individuals and as groups with their instructional problems.
2. Co-ordinating the total instructional effort into a well-balanced program.
3. Providing proper conditions for the continuous in-service growth of teachers, supervisors and administrators.
4. Developing proper and adequate instructional materials. (24:117)

### III. SOME TECHNIQUES OF SUPERVISION

#### Orientation

The orientation of new teachers to a school district

is a vitally important facet of the supervisor's responsibilities. The experiences of a new teacher during his first few months of employment will greatly influence the efficiency of the teacher during his future years.

Harris says that providing new staff members with necessary information and understanding tends to maximize their chances of initial success with a minimum of difficulties.

(12:13)

Douglass, Bent, and Boardman list some things that will assist the new teacher in becoming familiar with the school and community. During the summer the new teacher should be informed of his assignment, the texts to be used, outlines of the courses, and the use of newer methods of teaching. In addition the following information should be given:

1. Information about housing and aid in locating a place in which to live.
2. A copy of the local regulations applying to teachers.
3. Printed or mimeographed information concerning procedures and conventions in the school.
4. Information about the community, including a map, if the city is a large one, and the pertinent characteristics of the school and student population.
5. Information concerning community resources as educational material. (8:302)

Also, many schools work out plans for inducting new teachers into the system and assist them in making the necessary adjustments within a new system. According to Douglass,

Bent, and Boardman, some services are:

1. Some social affair--all faculty in smaller schools, departmental in larger ones--so planned as to promote the enlarging of professional acquaintances, with special provision for new teachers to meet their older colleagues.
2. Provisions for orienting and inducting new teachers into the school, which include such practices as:
  - a. Conferences preceding the opening of school designed to inform the new teacher concerning the school plant, the regulations and practices in the administration of the school, and other matters of interest to him.
  - b. Conferences designed to aid the new teacher to learn the educational philosophy of the school, the attitudes, philosophy, and practices in instruction, and other points important to an understanding of the school. (8:303)

Kyte's orientation program is similar to the others.

Kyte states that the principal's responsibilities in behalf of the beginning teacher are threefold:

1. He must establish professional friendly relations for her.
2. He must provide for her total adjustment in the new situation.
3. He must provide her with the best professional assistance possible. (17:376)

### Classroom Observation

There is no substitute for classroom observation for only by this means can supervisors gain the first-hand knowledge and experience necessary to participate in improvement programs. Knowledge of instruction problems can be obtained from other sources, but the last analysis of instructional



improvement takes place in the classroom. It is only there that it can be confirmed with any assurance.

Curtin lists five purposes for classroom observation which seem to have unusual importance:

1. Observations to analyze learning situations to determine instructional need.
2. Observations of instructional procedures.
3. Observations to check drift away from objectives.
4. Observations to evaluate classroom environment and facilities.
5. Observations to evaluate new instructional procedures.  
(7:60)

Crosby states:

The purpose of observation has changed from one of inspection and judgment of the teacher to one of study of the teaching-learning situation which will make it possible for the supervisor and the teacher, together, to analyze needs and determine upon possible solutions. Observation has become one of a number of supervisory procedures to be used when it will contribute to the solution of problems. It is no longer the chief procedure. (6:50)

If observation as a supervisory procedure is to be effective, there are several factors operating together which must be considered. They are as follows: (1) the children in the room; (2) the relationships between teacher and student, teacher and principal, and perhaps teacher and parent; (3) the physical environment of the classroom; (4) presentation of the subject.

Classroom observation allows a supervisor the

opportunity of seeing, at first hand, the classroom activities of a group of students and the teacher.

According to Kirsch, this permits the supervisor to:

1. Encourage and observe educational experimentation.
2. Determine for future growth the instructional problems and needs of students and teacher.
3. Analyze the effects of school administrative policy upon the classroom.
4. Ascertain for future faculty consideration the suitability of content for the pupils. (16:35)

Most writers on supervision are in accord that before visiting the classroom for supervisory purposes, the principal or supervisor must make careful plans for his observation.

Several items which must be considered are: (1) number of visits to the classroom; (2) length of supervisory visit; (3) determining time for visit, and (4) type of visit to make.

In addition to the above items to be considered in an observational visit, Curtin states that "if the purposes of supervision are to be carried out, it is essential there be supervisor-teacher planning." (7:67)

When the supervisor makes a classroom visitation to observe a teacher in action, it is important that the visit not have the appearance of an inspection or a check-up on the teacher's efficiency. Any out-of-the-ordinary display of supervisory authority is almost certain to destroy the spirit of friendly understanding between supervisor and teacher.

Lawson lists some things which a good supervisor will avoid:

1. Do not display a notebook, check-list, score card, or other supervisory device for evaluation.
2. Avoid the appearance of having planned the visit as a check-up on teacher efficiency.
3. Never criticize a teacher in the presence of pupils. The administrator who does this is neither competent nor ethical.
4. Do not take notes on teaching procedure while visiting in the room. This method is calculated to destroy the naturalness of the teacher's work.
5. Do not offer criticism directly if it is possible to bring about the desired results by more positive means--suggestions, discussion, questions, praise.
6. Do not criticize by pointing out the more desirable plans or procedures of other teachers. It is better to praise the other teachers in a way that does not imply criticism of those who are not praised. Violation of this rule is almost certain to create jealousy and bitterness among teachers.
7. Do not talk too much theory where practical suggestions will do as well. To imply that the teacher doesn't know educational theory is an excellent way to lose friends and antagonize teachers. (9:110-112)

In addition to what a supervisor should avoid, Lawson also provides a list of positive suggestions which summarize the ideas many teachers have expressed about the nature of good supervision and the help it can give. These suggestions are:

1. Take a positive attitude toward the job of supervising. Let the teacher feel that the visit is prompted by genuine interest in what the teacher is doing.
2. Be somewhat casual in the timing of visits.

3. If it is at all possible, find more to praise than to criticize. And offer the praise first and more strongly.
4. Remember that a clever administrator can find ways by which to make a positive and constructive suggestion to preclude the necessity for an adverse criticism.
5. Remember that the teacher is probably to a degree an expert in a given field. Show respect for the teacher's professional skill and knowledge.
6. Remember that specific, positive suggestions are usually of more real help than vague generalizations.
7. Encourage teachers always to use their own initiative and resourcefulness.
8. If directions or instructions are issued, be sure they are as definite and clear as language can make them.
9. Show a real interest in the specific activity that is being observed. To observe with disinterest is a sure way to discourage the best of teachers.
10. It sometimes pays well to let the teacher feel that you consider yourself capable of learning, especially in matters pertaining to the teacher's field of specialization, and that you have learned something from the teacher during your periods of visitation.
11. While many visits should be casual ones, make a point of visiting also whenever the teacher has planned some activity or event requiring special skill, time, or effort.
12. Maintain an attitude which combines a dignified friendliness with professional and sympathetic interest in the problems of the teacher.
13. Find something to praise sincerely regardless of how small it may be.
14. Make a point, in teacher's meetings and elsewhere, of giving good publicity to a teacher's work whenever such publicity can be given judiciously and without seeming to stem from partiality or favoritism.  
(19:110-112)

Kyte urges that the entire task of supervisory visitation be made the subject of careful planning and systematic budgeting of time, but that some visits should be unannounced, because some teachers will worry if they know that a visit is to be made, while the poor or less conscientious teachers may need to be visited without previous announcement. (17:258)

### Individual Conference

The importance and significance of the individual conference or supervisory conference, lies in the fact that it is a direct, first-hand contact with the teacher. Generally a conference is concerned with the discussion of some professional problem for which a solution is sought. The conference may be either teacher--or principal--initiated. If it is initiated by the teacher, it is because he has a problem and desires a solution to it. If it is by the principal, it is because he wishes to consult with the teacher about some professional issue or problem. Most writers on supervision agree that a supervisory conference should be held following a classroom visitation as a follow-up activity. They also agree that both supervisor and teacher be thoroughly prepared for the conference, and in accord as to when it will be held.

Curtin states, "The success of the conference depends upon the conduct of the supervisor as the conference goes along." (7:107)

He also suggests some procedures that may prove helpful

to the supervisor, as he conducts the conference:

1. Start positively.
2. Do not leap to important matters first.
3. In the early stages deal with matters that yield success.
4. Do not try to accomplish too much in a single conference.
5. Remember that teachers will take away with them attitudes as well as information. (7:105)

Douglass, Bent, and Boardman present some procedures for the supervisor which may prove helpful:

1. Friendly, sympathetic, professional relationships are fundamental to a good cooperative conference. Good rapport is essential.
2. It is a sound policy to encourage the teacher to present his evaluation of the classwork, to explain and justify the use of materials, methods, and activities, to indicate those aspects of the work which he believes were well done and those which were less satisfactory, to suggest reasons for the phases which were less effective and to propose means for improving them.
3. The conference should be as constructive as possible.
4. The supervisor should recognize that one of the fundamental principles of educational leadership is respect for the teacher's opinions and point of view.
5. The supervisor should express his disagreement with a belief, opinion, or proposal of a teacher when he believes it to be unsound, but he must also expect a teacher to be equally free to disagree with him when in the teacher's judgment his opinions or suggestions are not sound.
6. The supervisor should endeavor to be of help to the teacher.
7. A successful conference must constantly progress.

8. A conference should close with a joint agreement concerning the means which are to be undertaken to solve the teacher's problem or to aid in his improvement. (8:110-115)

Neagley and Evans also make some suggestions which should prove helpful in the individual conference.

1. The individual supervisory conference should be looked upon as part of a problem-solving technique.
2. Conferences should be thoroughly prepared for by both the supervisor and the teacher.
3. The conference should be held as soon as possible after the classroom observation.
4. The conference should be held on school time, or within the teacher day as defined by district policy.
5. The conference should be as informal as possible and held in a place where both the teacher and the supervisor feel at ease.
6. The discussion must be in light of a common, district wide philosophy of education understood and accepted by both parties.
7. A plan of action should be drawn up in writing, including a summary of points agreed upon by both parties and the assignment of responsibilities.
8. A written summary should be kept of all conferences, and copies should be given to both participants.
9. The conference should be evaluated by both participants with the idea in mind of improving the conferencing technique. (20:137)

Conferences with individual teachers require knowledge, technique, sympathy and tact on the part of a supervisor. The purpose of the conference is to improve the teaching process through cooperative endeavor. (16:37)

### In-Service Training

It has only been in the last twenty-five years that in-service training programs have been included in the supervisory program. Early in-service programs began with college extension courses offered in the schools and have developed to where they are a valuable supervisory service. It was stated by Hicks that:

In-service opportunities for extending and refining the understanding and competence of teachers are now considered to be an integral part of the professional development of the teacher. Teachers should recognize in the programs offered some types of opportunity for professional growth since most school systems attempt to provide varied in-service activities for teachers. (13:359)

A purpose of the in-service program should be to provide experiences for staff members. These experiences will enable them to work together and grow professionally in areas of common concern. A study of research would show that the list of in-service activities is almost endless and the most successful programs are group-oriented.

The planning of the in-service program should be based on a number of factors, such as staff experience and training, nature of the pupil population and community, and the status of curriculum development in the district. However, some common group in-service activities are:

1. Curriculum study and development.
2. Self-evaluation by staff, using available evaluative criteria.



3. Workshops or institutes on various aspects of child study, the nature of the learning process, identification of pupil problems and needs, and the changing nature of society and the community.
4. Evaluation of school district philosophy and general objectives.
5. Special programs or workshops for teachers new to the district.
6. Study of trends in reporting pupil progress.
7. Research project on grouping of pupils.
8. Study of newer organizational patterns, such as team teaching and the nongraded school.
9. Workshops on use of aids to instruction, including programmed instructional devices, language laboratories, and the various audio-visual aids.
10. Workshops on instructional techniques and new content in the subject areas. (20:179)

Successful in-service programs are staff planned and oriented. However, there are other considerations. Some of the ways in which the supervisory or administrative leader can contribute to the success of teacher improvement activities require that he:

1. Work for the understanding of the community concerning the value of in-service programs.
2. Provide some school time for worth-while professional activities.
3. See that individual teachers and groups get proper recognition for activities which have valuable results.
4. Provide for the administrative mechanics necessary for some types of professional programs. (13:362)

Frequently the in-service program centers around a workshop. This workshop is based upon well-known principles of learning, a felt need, and democratic procedures; and it employs new ways of working, such as group methods, individual problems, resource groups, expert leadership, community contacts, and writing. (15:110-112)

No school system can hope to be really vigorous, nor can it claim to have a superior supervisory program, if it does not include in-service training, usually on a workshop basis.

#### Faculty Meetings

Faculty meetings can stimulate professional growth by providing an atmosphere of collective purpose and unity to the over-all program within the school.

In reference to teachers' meetings, Condon stated that teachers' meetings can be informative and stimulating if the supervisor will issue an agenda before the meeting, enabling the staff to discuss and gather materials on subjects to be presented. (5:43-44)

There are three types of teachers' meetings which should occur in a school, namely (1) the social gathering, (2) the administrative meeting, and (3) the supervisory group conference. (17:288-289) The activities of the meetings will vary according to the purposes.

The principal's role in faculty meetings should also vary according to the purpose and type of meeting. To add variety of leadership and to provide leadership opportunities for other faculty members, the principal should use a number of positions and roles in faculty meetings. Also, there are techniques of planning and conducting faculty meetings, if known and followed, which will go a long way toward assuring successful faculty meetings.

The following items are important:

1. The length of meeting should not exceed one and a half hours.
2. Select the time of day, and day of the week, by popular choice of the teachers.
3. Keep the number of meetings in a year to a minimum.
4. Hold meetings only if necessary.
5. Have a prepared agenda.
6. Use teachers to help plan the meetings.
7. Use a variety of meeting techniques.
8. Use an informal room arrangement.
9. Have a refreshment period if possible.
10. Have an evaluation procedure.
11. Subject of meeting should be of interest to total faculty. Omit routine matters, which could be reported through bulletins or written memoranda.
12. Give advance notice of meeting date and time.
13. Distribute agenda in advance of meeting.
14. Keep the meeting moving and lively. (3:54-58)

Faculty meetings may serve as an important part of the supervisory program, if the principal stimulates faculty participation and planning. If the teachers feel they have played a part in the program, it will be much more effective.

Dr. Buckland disagrees with Kyte in his previous statement under this heading, where he lists three types of faculty meetings: (1) the social gathering, (2) the administrative meeting, and (3) the supervisory group conference. He feels that the third type of faculty meeting should more appropriately be called the professional faculty meeting, since supervision is only one of the many facets of the total professional program.

### Supervisory Bulletin

The supervisory bulletin may be used to communicate to teachers sound educational purposes, information regarding teaching procedures and devices, directions regarding inclusion and placement of subject matter, specific aid in professional study, definite help in experimentation, and instruction regarding test diagnosis. (17:307)

The supervisory bulletin can be made a valuable aid in the improvement of instruction if it is a well-written document that is used properly. (20:147)

Most authorities agree, there are three forms of supervisory bulletins, to be utilized by the principal. The three

are:

1. A device used to prepare staff members for another type of activity.
2. The supplementary or following type.
3. The bulletin, handbook, and guides, prepared by a group of teachers working with the principal, or other supervisory personnel.

The writing and illustrating of a good supervisory bulletin requires skill and practice. (4:159) Burton and Bruechner also offer some suggestions to provide help in perfecting this technique:

1. A sharp distinction should be made between educational bulletins and notices, summaries of regulations, routine announcements, news notes, and the like.
2. A supervisory bulletin should be written to meet a specific need.
3. The scope of a bulletin should, preferably, be confined to one problem, issue or item.
4. Supervisory bulletins may result from individual action but, preferably, they should be issued as an outcome of cooperative group study, discussion, and summary.
5. Supervisory bulletins should be used only when their unique values serve better than any other technique.
6. Bulletins should be dynamic in tone, stimulating both thought and action. (They should include questions, suggested activities and procedures, study guides, and references.)
7. The vocabulary, style, and tone of the bulletin should be lively and interesting.
8. Provisions should be made for individual and group actions.
9. Provisions should be made for continuity of study on the given and related problems. (4:159)

The following mechanical details taken from the same source are worthy of note. The supervisory bulletin should carry a provocative title and an attractive format. Cartoons and other decorative devices may be used to advantage on the title page. The organization should be clear-cut and definite, with the problem, issue, or purpose stated clearly and concisely at the beginning. Explanation and background should be reduced to a minimum. Illustrative material should be used freely. Conclusions or summaries should be included in numbered, outline form. Credit for quotations and contributions from staff members should be properly acknowledged. (4:159)

Through careful planning and utilization of staff, the supervisory bulletin can be of great assistance in dispersing information and a valuable aid to the instructional program.

### Action Research

Action research is a carefully planned and controlled research in the classroom, which can be one of the best laboratories for the discovery of means to improve instruction. (20:167)

Crosby (6:180) and Hicks (13:246) agree that an important trend in the improvement of instruction and in modern American education is action research.

Supervisors are active participants in initiating and developing action research projects as a medium for working with individuals and groups. Action research is designed to help participants become aware of needed changes in the

educational program and of ways in which such changes may be brought about. To discover needs, evaluation is essential. Action research places emphasis on self-evaluation. The supervisor has several important functions in working with teachers through action research studies, namely:

1. Helping teachers find and select a problem for study.
2. Helping teachers find ways of working together in solving problems.
3. Helping teachers use resources in the solution of problems. (6:180-181)

Hicks reveals that sufficient action research has been carried on to date to support the observation that it is becoming one of the more fruitful means for bringing about program improvement. (13:246)

Hicks also states:

1. The objective of an action research study is to determine the amount of growth of the participating group--to improve the practices of those who are taking part. Those who start the research carry out the findings. Purposes may change as the research develops; therefore, hypotheses may now be developed and tested as a part of the study. To carry on the research, tools and instruments for gathering the data may have to be created. The whole rather than the sample population is usually used and only one of the variables in the situation is controlled.
2. Action research is carried on in an actual school situation, with teachers, school administrators and supervisors, and university and college personnel often co-operating. The setting is social. (13:247)

### Other Techniques

The features of the supervisory program which have been described, do not in any way intend to convey the idea that

there are no other ways to enhance a supervisory program. The ways which have been described were selected for their particular worth to the writer in his attempt to improve the supervisory situation at Central School.



## CHAPTER III

### A PROPOSED PLAN FOR THE IMPROVEMENT OF INSTRUCTION IN CENTRAL SCHOOL

The following proposal was a result of research in the field and the desire of the writer to improve the instructional program in Central School, Grandview, Washington. The plan has been developed in two steps--a short-range and a long-range plan of supervision. The short-range plans have been made in terms of items which will be given immediate attention. Long-range plans have been developed as overall goals to be achieved. All proposals are within the framework of district policies and regulations.

#### I. THE SHORT-RANGE PLAN

The short-range plan would include the following:

##### Orientation

By welcoming and making a new teacher feel at home in the community and school, the principal will do the following:

1. Assist the superintendent in making a new teachers' introduction to the community a pleasant experience by taking them on a tour of the community. They will be introduced to townspeople, acquainted with resources of the community, and assisted in finding a place to live.

2. Assign a building teacher, with experience and tenure, to assist the new teachers with the techniques and

procedures used in the building.

3. Provide the new teachers, on the first day they are to report, a handbook containing the following information: the school calendar, the district and building policies, arrival and departure time policy, bell schedules, bus schedules, source materials, instructional aids available, policies for handling misbehavior of students, professional ethics, a statement encouraging membership in professional education associations, and participation in the local Parent-Teacher Association.

4. Plan an all-faculty party to acquaint the new teachers with the other faculty members and the non-certified personnel in the building.

5. Hold coffee hours occasionally throughout the year to make the new teachers feel they are part of the group. These may be held either at school or at a faculty member's home.

#### Classroom Visitation

In order to establish rapport between the new teachers and principal, the principal will explain to the new teachers that the classroom visitation is a supervisory activity of the principal to improve instruction, and there will be both scheduled and "on call" visits. Procedures which will be observed in the classroom visitation are:

1. There will be four scheduled visits, two each semester, to the new teacher and two scheduled visits, one each semester, to those teachers returning to the building. The time and date will be agreed upon by both teacher and principal.

2. The "on call" visit will be at the request of the teacher.

3. Preparations will be carefully made for each classroom visit by both teacher and principal, unless it is of the "on call" type.

4. A conference will be held preceding each visit and as soon as possible following the visit.

5. Notes will be made following the visitation on the learning situation, instructional needs, environment and facilities, and instructional procedures.

6. A report of the visitation will be made in duplicate with one copy going to the teacher. The extra copy will become part of the teacher's file.

#### Individual Conferences

Next to the classroom visitation the individual conference is the most important technique for the improvement of instruction. The following procedures will be observed:

1. An open-door policy will be observed for all faculty members.

2. Preparations will be made for conferences by both principal and teacher. Conferences will be held as soon as possible after the classroom visitation.

3. Conferences will be held on school time.

4. Conferences will be as informal as possible.

5. A written summary of the conference will be made in triplicate. This report, in so far as possible, will represent the concensus of both parties. One copy will go to the teacher, one to the superintendent's office and the remaining copy will become part of the teacher's file.

6. An evaluation of the conference will be made by both participants with the idea of improving the conferring technique, but with special emphasis on improving the quality of instruction.

### In-Service Training

The important role in-service training plays in the professional growth of teachers makes it advisable for the school to provide experiences which will enable staff members to work together in areas of common concern. The program to be observed will be as follows:

1. The principal, along with the faculty members, will provide a special in-service workshop for all new teachers.

2. An in-service workshop in reading, an area of common concern, will be initiated this fall.

3. Some school time will be provided for in-service activities.

4. Those teachers participating in planning and preparing the in-service program will be given proper recognition.

5. The principal will be responsible for some in-service programs.

6. The principal will provide the administrative assistance necessary for such phases of the program as providing space, securing materials, and arranging for consultant services.

#### Faculty Meetings

Faculty meetings can be an important facet of the supervisory program, but they must be handled properly. Procedures to be followed in planning faculty meetings will be:

1. Faculty meetings will be held at a time and place agreeable to the faculty, and the length will be such as not to create discord among the faculty. Two types of faculty meetings will be considered, administrative and professional.

2. The first meeting will be held before the opening of school and will be administrative in nature. The second meeting, professional in nature, will be held at the end of the first week of school. Thereafter, professional meetings will be held once a month. Administrative meetings will be

called when needed. The number of meetings will be held to a minimum.

3. An agenda will be prepared two weeks in advance of the professional meeting, so teachers may know and prepare for the topics to be discussed.

4. The faculty meetings will be held on an informal basis and refreshments will be served.

5. There will be an advance notice of the meeting date, time and place. The calendar for professional faculty meetings will be agreed upon early in the year and each teacher provided with a copy of the calendar.

#### Supervisory Bulletins

The supervisory bulletin can be an useful tool if used properly. The bulletin will be used for the following:

1. A supervisory bulletin will be prepared and distributed to the teachers twice a month, to inform the teachers of school activities, for the announcement of any new policies, commendations to teachers for accomplishments and to inform of meetings to be held in the district.

2. Supervisory bulletins will be prepared to inform the teachers of new instructional and professional materials available. Whenever a teacher or teachers have something to share with the faculty this will also be included.

### Action Research

The newest of supervisory techniques to improve instruction is action research. The following facets of an action research program are proposed:

1. The principal will be responsible for stimulating action research within the building.
2. A teacher will be responsible for conducting the research, but the principal and teacher together will carefully plan and control the research in the classroom.
3. Staff members will be encouraged to decide on tentative areas of research.
4. Professional assistance will be secured to help in structuring the research project and approved methods will be used.

## II. LONG-RANGE PLANS

Long-range planning must be carefully developed and structured. Yet, the plans must remain flexible. As the program evolves the plans may be altered or adjusted in light of the changing needs and conditions. The following objectives will be sought:

1. Continuous professional growth of teachers.
2. Continuous study of research will be conducted in all areas.

3. Continuous action research within the classroom related to various areas.

4. A continued awareness of new methods and skills.

5. Continued improvement of instruction through the supervisory activities of the principal.

6. Continued work toward additional clerical help and greater utilization of the secretarial help now provided.



## CHAPTER IV

### SUMMARY AND CONCLUDING STATEMENTS

The writer, after having made a study of professional writings as reported in Chapter II of this report and after taking a new and enlightened look at his own situation, was of the opinion that the following concluding statements represented a fair and accurate summary of the study.

It was determined by the writer in his situation that inadequacies existed in the supervisory program, as follows:

1. The teaching principal faced a difficult task in trying to provide the necessary leadership for the improvement of instruction because of administrative duties.

2. Methods and techniques of supervision vital to the improvement of instruction were not being used because of lack of time and the lack of clerical help in the office.

It was found after having made a limited study of the methods and techniques of supervision that some of the more important facets of supervision were:

1. The orientation of new teachers in preparation for the school year is one of the paramount supervisory duties of the principal. An adequate program of supervision should be developed by all schools if they wish to create staff rapport and achieve the maximum efficiency in the teaching-learning situation.

2. The classroom visitation is a most important facet of supervision. It provides the principal with first-hand knowledge of strengths and weaknesses of teachers, of methods of instruction, of what instructional aids are needed, and provides the supervisor with the knowledge of the teaching situation. The classroom visitation must be well-planned and have definite objectives to be effective. Classroom visitation is valuable only if the final result is the improvement of instruction.

3. The individual conference is important as a supervisory function in that it is a direct first-hand contact with the teacher. The conference may be initiated either by the teacher or principal. Its purpose is to attempt to arrive at a solution for either a personal or professional problem. Supervisory conferences should be carefully prepared and should be held following a classroom visitation. A report of the conference should be made with one copy going to the teacher and the others kept on file in the offices of the superintendent and principal.

4. The in-service training program should exist in all schools to provide professional-growth experiences for teachers. This will enable them to work and grow professionally in areas of common concern. There are various types of in-service programs, but most are centered around a workshop and are group-oriented. They must be well-planned.

Professional faculty meetings which are well-planned and at which administrative matters are not discussed are highly advisable.

5. The administrative faculty meetings offer an excellent means for the supervisor to establish harmony, staff rapport and to gain assistance in the development of the supervisory program. Teachers should be given an opportunity to participate in the faculty meetings. An agenda should be prepared and distributed to the teachers in advance of the meetings and they should be held only if there is something pertinent to be discussed.

6. The supervisory bulletin can be a valuable aid to the improvement of instruction if it is well-written and properly used. It should be attractive and furnish the teacher with such information as the school activity calendar, recent instructional materials and publications available, and concluding remarks of committee work.

7. The most recent facet for the improvement of instruction is action research, which should be conducted in the classroom. It should be a carefully planned and controlled experimentation under the supervision of the classroom teacher and the direction of the principal.

It has been determined by the writer that, if effective supervision and improvement of instruction is to exist, the teaching principal must develop a well-organized plan of

supervision with definite objectives. The principal must set up a schedule for classroom visitations, individual conferences and faculty meetings which is agreeable to the staff.

Improvement of instruction is the essence of supervision, therefore, if there is to be effective supervision and improvement of instruction, supervision must be a constant process, constructive in nature and continuously evaluated.

Each elementary school should have a full-time, non-teaching principal so that sufficient time may be devoted to supervision and the improvement of instruction.

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