

A SELF-RATING SCALE FOR SUPERVISORS

by

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Contributions of the Graduate School  
Indiana State Teachers College  
Number 39

Submitted in Partial Fulfillment  
of the Requirements for the  
Master of arts Degree  
in Education

1931

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## ACKNOWLEDGMENTS

The writer gratefully acknowledges his indebtedness to Dr. J. R. Shannon, Indiana State Teachers College for his patient consideration and guidance during the preparation of this thesis; to Dr. J. W. Jones, Director of the Division of Research of the same institution, for the courtesy which he extended to the writer by permitting him to send out the questionnaires used in this study through his department and under his signature; to Dr. Frank L. Wells for his assistance in telescoping the traits of a supervisor; and to Mrs. Lena B. Lyda and children Wesley J. and Thelma E. for their untiring assistance in tabulating the material used in this study; and finally to the hundreds of school people in every state of the Union for their cooperation in making this study possible by rating the items of the scale.

J. W. L.

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## I. INTRODUCTION

### A General Statement

The organizing, unifying principle of supervision is the improvement of teaching. Since teachers differ widely in personality, training, and teaching skill, supervision should be adapted to meet their varied needs.

Teaching is a cooperative enterprise in which the greatest success in educating the children in our schools can be attained only through the complete cooperation of all those engaged in this, the Nation's greatest enterprise.

The supervisor is a teacher of teachers. He should seek to kindle the soul of the teachers to purpose, to plan, to act, and to achieve the greatest possible skill in promoting the growth of the child.

In order to assist the supervisor to grow by discovering his own short-comings and eliminating them, the writer has compiled a list of important factors which enter into the success of a supervisor. The content of the list was gathered from the analysis of about five hundred sources, consisting of the most widely used books and magazine articles in the field of supervision. The writer has also attempted to evaluate the various factors influencing the success of a supervisor by the method of massed opinion. It is hoped that supervisors may find this scale of value as a device for self-improvement through self-analysis.

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## II. STATEMENT AND DEFINITION OF THE PROBLEM

### A. WHY THIS STUDY WAS MADE

It is the opinion of the writer that supervisors desire to grow in the ability to promote the development of their teachers in teaching skill. Doubtlessly many, like the writer, have undertaken their important task of supervision with very little or no special training for it except that which they gained as classroom teachers.

To meet the urgent needs of such supervisors for a statement of the important factors entering into the success of a supervisor, the writer has prepared this list. It is hoped that it may prove to be a useful device for self-analysis and self-improvement.

### B. THE PROBLEM OF THIS STUDY

This study seeks to determine the relative importance of the qualifications, policies, and supervisory activities listed in the self-rating scale as related to the success of a supervisor.

### III. PRESENTATION OF THE DATA

That supervisors desire to grow is a fact not to be questioned. To realize this desire a supervisor must discover the short-comings in his work and eliminate them.

Practically all authorities in the field of supervision are agreed that most failures of supervisors are due to their short-comings in essential traits, important qualifications, desirable policies, and appropriate supervisory activities.

The writer has attempted to compile a list of these important factors and also to evaluate their relative importance with the hope that the list may be of service to supervisors as a device for self-improvement through self-analysis.

#### A. COMPILING THE ITEMS

In attempting to compile the items of this list, the writer discovered that there was no practical objective method by which this could be done and that therefore he would have to depend upon his own personal judgment or that of others in choosing the items of his list.

Authors of former scales have usually depended either upon their own personal judgment, or that of some small isolated committee in selecting the content of their lists. The use of such a highly subjective criterion in choosing the content of such a list is open to adverse criticisms. The writer has sought to avoid this questionable procedure in choosing the content of his list as far as possible. He has, therefore, based his decision as to the items to include in his list upon the writings of a large number of

experts in supervision. It was assumed that the authors of widely used text books in the field of supervision and of articles recently published in leading magazines in the same field are such experts whose opinions are worthy of being included in this list.

While making this study, the writer examined about five hundred books and magazine articles published during the present decade. These dealt with the supervisor and every phase of supervision. Three hundred of these were of such merit that the writer carefully analyzed them and compiled statements of the desirable traits, qualifications, policies, and activities of supervisors.

1. Adequacy of the Number of Authors Consulted. When this had been completed, the writer felt concerned about the adequacy of the number of authors whose articles had been used as sources from which to compile an approximately complete list of the most desirable factors entering into the success of a supervisor. Through an investigation, the writer discovered that according to the findings of Dr. W. W. Charters fifty personal interviews are a sufficient number from which to compile a complete list of the traits of successful home-makers.<sup>1</sup>

Granted that the above findings of Dr. Charters are valid, one may safely conclude that the two hundred authors whose three hundred books and magazine articles were carefully analyzed in making this study is a number quite adequate for the writer's purpose in making this study.

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<sup>1</sup>  
W. W. Charters, "Traits of Home Makers". Journal of Home Economics (December, 1926), pp. 673-85



The books and magazine articles just mentioned, with the exception of the unpublished manuscript of Dr. J. R. Shannon, Indiana State Teachers College, are to be found in the bibliography.

2. Sources of the Content. The writer carefully analyzed the above books, magazine articles, and manuscript, and compiled one hundred and thirty-five statements concerning supervision. Forty of these related to important traits of the supervisor, eight to his desirable qualifications, ten to policies of supervision and the remaining seventy-seven to supervisory activities.

3. Reorganizing the Content. This organization of the scale seemed more detailed and highly organized than was desirable. To partially overcome this objectionable feature of the original scale, the traits of a supervisor were combined with his qualifications as the "Qualifications of a Supervisor".

4. Telescoping the Traits. It will be remembered that forty of the above statements related to traits of a supervisor. Since this was more than one-fourth of the list, it gave a prominence to traits which seemed out of proportion to their true importance. The one hundred and thirty-five statements of the scale seemed too large a number also. In order to lessen this too great prominence given to traits to what appeared to be approximately correct and to also reduce the large number of statements by means of the above procedure to a more desirable one, the writer decided to group these traits into families of related ones.

To accomplish this, the writer employed a technique known as telescoping.<sup>2</sup>

He also decided to omit all synonymous trait names except one from the list, and to omit the superfluous ones for traits that were already included in the list.

The following is the list of traits to be found in the original scale: leadership, courage, resourcefulness, willingness to assume responsibilities, a pleasant voice, aggressiveness, frankness, good health, neatness, accuracy, sincerity, enthusiasm, honesty, loyalty, kindness, sympathy, foresight, courtesy, friendliness, initiative, poise, self-control, firmness, dignity, humility, originality, the ability to eventuate, open-mindedness, high professional ethics, agreeableness, democratic, diplomatic, thoroughness, perseverance, helpfulness, patience, integrity, reliability, cheerfulness, and the ability to get along with people.

Dr. J. R. Shannon and Dr. Frank L. Wells, Indiana State Teachers College, and the writer composed the committee that did the telescoping. Each member of the committee grouped the traits into families of related ones and then compared his groupings with that of the other two.

The committee also agreed to accept as final the vote of either two of its members in those cases in which their votes were not unanimous as to assigning any trait as a member of a given family.

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<sup>2</sup>W. W. Charters, and Douglas Waples, Commonwealth Teacher Training Study (University of Chicago Press, 1929), pp. 63-70

The following is an example: In case of the trait, "resourcefulness", Dr. J. R. Shannon, and the writer classed it as belonging to the family of traits designated as those expressing leadership. In accordance with the above understanding, the judgment of the two members of the committee was accepted as that of the committee. This same method was followed in dealing with all the other traits until they were grouped into five families. To each of these an appropriate name was given.

As a result of the procedure just described, the traits, courage, resourcefulness, willingness to assume responsibilities, aggressiveness, frankness, enthusiasm, foresight, common sense, and originality were grouped as a family of leadership traits; good health, a pleasant voice, and a neat appearance were listed as desirable physical attributes; while sincerity, honesty, reliability, firmness, poise, self-control, and dignity were grouped as traits of one who possesses dignity; kindness, loyalty, friendliness, humility, tact, and patience were judged to be qualities conducive to social adjustment; and thoroughness, persverance, and accuracy were classed as desirable qualities of doing work. All the traits of the original list except initiative, the ability to eventuate, sympathy, agreeableness, high professional ethics, diplomacy, democratic, cheerfulness, and the ability to get along with people, are included in the five groups of related traits.

As explained above, all synonymous trait names except the one most commonly used to express the trait were omitted in the revised form of the scale. Since the committee considered the the trait names, "initiative" and

"aggressiveness" as being synonyms, it retained the name, "initiative," and omitted "aggressiveness" from the family of traits which express leadership.

The traits, "perseverance," and "the ability to eventuate," were judged to be synonymous traits names, so the name "perseverance" was retained while that of "the ability to eventuate" was omitted from the final form of the scale. For the above reason, the trait name, "kindness" was retained in the list while that of "sympathy" was not.

Because the traits, "agreeableness," "cheerfulness," "democratic", and "the ability to get along with people" seemed to be implied in the group of traits conducive to social adjustment, all were omitted from the final form of the scale as being superfluous. It was the opinion of the committee that any one who possessed the traits already included in the final form of the scale also possessed high professional ethics. For that reason, that trait was omitted from the present form of the scale. When the committee had completed its work in dealing with traits, the too great prominence given to them in the original scale was reduced to what seemed to be the approximately correct proportions.

5. Organization of The Present Scale. In the present form of the scale the qualifications and traits of a supervisor are listed as the first thirteen items, the ten statements relating to policies of supervision in the original scale are left unchanged in its present form, as are the remaining seventy-seven statements which refer to supervisory activities. These statements of supervisory

activities fell logically into groups relating to visitation, diagnosing teaching situations, individual conference, demonstration teaching and directed observation, and teachers' meetings. Several other very important activities that did not seem to belong to either one of the above divisions were grouped as "Other Activities" of a supervisor.

As a result of the combining, grouping, and subdividing of the one hundred and thirty-five items of the original scale, it was reduced to one hundred. This seemed to be a more desirable number of items for the scale than the original one.

To make the scale more personally applicable to the supervisor, the statements were rewritten in the form of questions. The desirable answer in every case is positive.

## INDIANA STATE TEACHERS COLLEGE

### DEPARTMENT OF RESEARCH

J. W. Jones, Director

Terre Haute, Ind.

April 1, 1930.

My Dear

Will you please cooperate with this department in its efforts to determine which of the 100 items in the check list have the most to do with the success of a supervisor and also those which are least important? Please mark those items which you consider of the most importance with a figure (1) at the left of the number of the items so judged and a figure (3) at the left of those items which you consider as of the least importance.

We suggest that you read the entire list through before marking any items and that you read it a second time marking the items as suggested above.

Your judgment in this matter will enable us to the better serve our fellow supervisors by furnishing them with a checking list which they may use for their own improvement. Please mark and return as soon as possible.

J. W. Jones.

## A SELF RATING SCALE FOR SUPERVISORS

### QUALIFICATIONS OF THE SUPERVISOR

1. Has the supervisor such qualities of leadership as courage, resourcefulness, willingness to assume responsibilities, aggressiveness, frankness, enthusiasm, foresight, common sense, and originality?
2. Has he such desirable physical attributes as good health, a pleasant voice, and a neat appearance?
3. Has he such qualities of integrity as sincerity, honesty, reliability, firmness, poise, self-control, and dignity?
4. Does he possess qualities conducive to social adjustment as kindness, loyalty, friendliness, courtesy, open-mindedness, fairness, humility, tact and patience?
5. Is his work marked by thoroughness, perseverance, and accuracy?
6. Has he had wide and extended successful experience in teaching under skillful supervision?
7. Has he broad professional training especially in the devices and technique of supervision?
8. Has he a liberal education in addition to a broad professional training?
9. Is he a master of the technique of curriculum making and revision?
10. Is he skillful in diagnosing teaching difficulties and in finding remedial measures?
11. Is he thoroughly familiar with measurements in education?
12. Does he know intimately the worthwhile researches in education and also the latest and best professional literature?
13. Is he familiar with the best theory and practice of teaching and school management?

### POLICIES OF SUPERVISION

14. Does the supervisor regard supervision as a service agency to teachers?
15. Does he seek to improve the pupils by improving the teaching?
16. Is the supervision scientific?
17. Is it cooperative and democratic?
18. Has the supervisor faith in the ability of all teachers to grow to the extent that he seeks to save the poor teacher instead of dismissing her?
19. Is the individuality of teachers recognized and respected?
20. Is the supervision unified with the child as the center?

- 11
21. Have the supervisor and the teachers a basis of common knowledge and common point of view concerning the school situation in which they are working?
  22. Are the worthwhile contributions by teachers extended to other teachers of the system with acknowledgements?
  23. Is the supervisory program full rounded and not limited to just some of its parts, such as stenographic reports, bulletins, inspection and lesson plans?

## SUPERVISORY ACTIVITIES

### IN VISITATION

24. Are visits usually announced and the lesson to be observed mutually agreed upon?
25. Does the supervisor reduce the time usually wasted in interviews, clerical duties, and petty routine to the minimum so that he may have time for more important duties?
26. Are the supervisor's visits based upon a preliminary survey?
27. Are the objectives agreed upon by the teacher and the supervisor?
28. Is the program of supervision outlined in detail and not haphazard?
29. Are visits by the supervisor made on call also?
30. In corrective supervision, does the supervisor give most time to the weaker and inexperienced teachers?
31. In creative supervision, does he begin first with the best and the more experienced teachers?
32. Does the supervisor remain through a full cycle of recitation and study when visiting?
33. Do creative supervisory projects run throughout the year?
34. Does the supervisor study the technique of teaching the subject to be observed, the teacher's lesson plan, his notes made on former visits to this teacher, and the cumulative records of her pupils before making a visit?
35. Does he conduct a systematic follow-up of each teacher?
36. Does he enter, remain, and retire from a classroom inconspicuously when visiting?
37. Does he follow the routine of being recognized by the teacher just as the pupils do before breaking into a recitation?
38. Does he use a code of silent communication with the teacher while observing?
39. Are teachers criticised adversely only in private?
40. Does the supervisor refrain from "spying" on the teachers?

### IN DIAGNOSING TEACHING SITUATIONS

41. Is the teaching more than the teacher the center of the attention of the supervisor when diagnosing?
42. Is the supervisor familiar with the subjects, activities, and traits most in need of supervision?
43. Is the judgment of the supervisor concerning a teaching situation held in suspension until analysis and diagnosis are complete?
44. Does the supervisor note the reaction of the pupils to the efforts of the teachers when visiting?
45. Are the number of pupils who seem to be giving attention during each major step in the procedure recorded?
46. Does the supervisor record the amount of time devoted to each major step in the procedure?
47. Is a stop watch used in measuring some specific things, such as the amount of time the teacher spends in talking?
48. Does the supervisor use survey and diagnostic tests as devices in diagnosing?
49. Does he avail himself of the cumulative records of the pupils?
50. Are teacher improvement sheets or check lists used?
51. Does the supervisor take notes on a two-column arrangement with the teaching procedures in one column and the criticisms and suggested remedial measures in the other?
52. Does he reorganize running notes before holding a conference with the teacher and before giving her a copy of the notes?

### IN INDIVIDUAL CONFERENCE

53. Does he keep office hours for those desiring help?
54. Are individual conferences held in the teacher's own room?
55. Are both positive and negative constructive criticisms given?
56. Are all criticisms based on facts?
57. Does the supervisor take up only one or two big topics in a single interview?
58. Does the teacher take a prominent and an active part?
59. Is she encouraged to give her point of view?
60. Does the supervisor give the teacher a copy of his supervisory notes at the end of the interview?
61. Is the teacher given an opportunity to ask questions?
62. Does the supervisor plan lessons with the teacher?
63. Are the points made in the interview summarized at the close?

### IN DEMONSTRATION TEACHING AND DIRECTED OBSERVATION.

64. Do visitation, conference, and demonstration proceed in cycles?
65. Is the demonstration teaching done under as nearly typical schoolroom conditions as possible?
66. Are different teachers rather than the same one called upon to do the teaching at different times?
67. Do teachers rather than the supervisor do the demonstration teaching?
68. Are demonstrations and directed observations used so frequently that no one feels embarrassed when called upon?
69. Do the supervisor and the teachers agree before the demonstration upon the characteristic to be made to stand out in the demonstration?
70. Is this characteristic made to stand out during the demonstration?
71. Do the supervisor, the teacher teaching, and the teacher or teachers observing hold a conference after the demonstration?

### IN TEACHERS' MEETINGS.

72. Are the meetings held primarily for giving instruction in supervisory projects?
73. Are the teachers who attend a meeting a homogeneous group?
74. Is the supervisor guided by the fact that he is not holding a supervisor's but a teachers' meeting?
75. Are social meetings held principally for rapport?
76. Are meetings held from two to four weeks apart?
77. Are they from 45 to 90 minutes long?
78. Are they held after school the fore-part of the week?
79. Are the programs pre-arranged and pre-announced?
80. Are mimeographed announcements and programs prepared and distributed to the teachers long enough before a meeting to enable them to prepare adequately for it?
81. Is a summary of the discussions of the meeting printed and distributed to the teachers?

### IN OTHER ACTIVITIES.

82. Are bulletins issued principally for giving instructions in supervisory projects?
83. Do they contain matter of general interest only?
84. Are they issued no oftener than every two to four weeks?
85. Are they short and to the point?



86. Is correct and effective English used?
87. Are they democratic and never of a "high pressure" type?
88. Does the supervisor encourage the teachers to be on the alert and to employ such devices as self-analysis for their improvement?
89. Is intervisitation among teachers arranged for and made profitable?
90. Does the supervisor encourage organizations among the teachers for their professional improvement?
91. Does he incite competent teachers to carry on researches either as individuals or in groups?
92. Does he counsel those engaged in such projects?
93. Does he lead and counsel the teachers in the making and the revision of the curriculum?
94. Does he lead the teachers in the making of teacher improvement sheets or check lists?
95. Does he issue reports of researches to his teachers?
96. Does he promote researches by the research department or conduct them himself for the benefit of his schools?
97. Is the directed reading for all teachers only along lines specifically appropriate to the supervisory projects under way?
98. Are individual teachers given reading references designed to meet their individual needs?
99. Does the supervisor encourage teachers to make use of such out-of-school agencies as attending extension classes, summer school, high-class entertainments and worthwhile exhibits to improve their teaching?
100. Does he make use of such administrative devices as exhibits of genuine pupils' school work, providing adequate equipment and supplies and a salary schedule for the improvement of his teachers?

## B. EVALUATING THE ITEMS

The factors which determine the success of a supervisor are of different degrees of importance. The seriousness of the short-comings in his work vary similarly. For example: initiative is a more important trait of a supervisor than a pleasant voice. It may also be truly said that the absence of initiative in a marked degree in a supervisor is more to be deplored than an unpleasant voice.

Authors of former scales have failed to give due consideration to these important facts in the construction of their list and have, therefore, made no attempt to indicate the relative importance of the items of their lists. As a result of this failure, the usefulness of former self-rating scales to supervisors is to a considerable extent lessened. By the use of such an instrument, a supervisor may discover many of his own short-comings and yet be in a quandary as to their relative seriousness and the relative urgency for the eradication of each of them. It would seem advisable that supervisor should first attempt to eliminate his most serious weaknesses so that he may experience the greatest improvement in proportion to the amount of energy thus expended.

1. The Distinctive Characteristic of the Scale. The writer has sought to avoid in his scale the weakness inherent in former scales. In order to accomplish this, he attempted to evaluate the items of his scale in terms of the contribution which each may make to the success of a supervisor.

This evaluation does not represent the personal judgment of the writer or of some small isolated committee. Instead it represents the massed judgment of a large number of experts in supervision, who live in every section of the United States.

By using this list, a supervisor will not only be able to discover his own deficiencies, but also their relative seriousness. It is the belief of the writer that he has added much to the value of his scale as a device for self-analysis and self-improvement by thus evaluating the items composing it. It is hoped that those who use this list may grow to be better teachers of teachers and may also feel the thrill which comes to those who grow by promoting the development of others.

2. Rating The Items. After the writer had decided to evaluate the items of his scale, as previously indicated, he gave very careful consideration to the selection of the method by which to attempt to do this.

Since practical objective methods of determining the relative importance of the items of this scale are unknown, the writer decided to base this evaluation upon the opinions of a large number of competent judges in the field of supervision, who live in every section of the United States, and who are conversant with every phase of supervision. And what large body of persons more competent to rate the items of this scale as to their relative importance as related to the success of a supervisor is to be found in the United States than the members of the Department of Supervisors and Directors of Instruction of the National Educational Association, who live in every state of the Union and the District of Columbia, and whose names and addresses, are to be found in the Third

Year Book of that department? The writer, therefore, decided to ask the fourteen hundred members of that department, and a few other persons who were known to have received special training in supervision to cooperate with him in making this study by rating the items of his list as to their relative importance.

Through the courtesy of Dr. J. W. Jones, Director of the Division of Research, Indiana State Teachers College, the list was sent out through his department and under his signature to each person asked to rate the items. (A copy of the questionnaire is to be found on the pages immediately preceding this section)

The directions accompanying the questionnaire stated that the items were to be rated as being of the most, medium, and least important as related to the success of a supervisor, and that those items judged to be most important were to be marked with a figure "1" at their left, while those of least importance were to be indicated by a figure "3" written likewise. Since no mention was made of a method by which items rated as being of medium importance were to be designated, it would seem to be clearly implied that such were to be left unmarked.

Doubtlessly it would have been better to have stated definitely in the directions for marking the items that those judged to be of medium importance were not to be marked than to have depended solely upon what seemed to be very clearly implied. This conviction was strengthened by the fact that in only three hundred of the five hundred and twenty-five questionnaires which were returned to the writer were the items rated as being of most, medium, and least

were the items rated as being of most, medium, and least importance and marked accordingly. In the remaining two hundred and twenty-five, every item was rated as either being of most or of least importance, and so marked.

Hereafter, the group of three hundred questionnaires in which the items were rated as being of most, medium, or least importance and marked accordingly will be designated as group one, while the remaining two hundred and twenty-five questionnaires also mentioned above will be spoken of as the second group. The rating of items as most important will be spoken of as ratings by 1's and ratings as least important will be spoken of as ratings by 3's in the discussion which follows.

3. The Questionnaires Used in the Study. Since the returned questionnaires fell into the two distinct groups just mentioned, the writer felt concerned as to whether the persons of those groups used about the same basis of judging in rating the items of the list. To satisfy this concern, he ranked the items of the two groups in series according to weights<sup>3</sup> and ran a Spearman's foot-rule for the correlation and found  $r = .58$ .

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<sup>3</sup>The weight of each item was found by subtracting the frequency with which it was rated by 3's from the frequency with which the same item was rated by 1's, or the number of 3's which each item received was subtracted from the number of ratings by 1's which the same item received.

According to the latest opinion of statistical experts<sup>4</sup> such a small coefficient of correlation between the weights of the items of the two groups indicates that the judges of the two groups of questionnaires used practically different basis of judging in rating the items of the scale. The judges of the first group of returned questionnaires followed the directions for rating and marking the items correctly while those of the second group did not. Because of the above fact, the writer felt safe in basing his findings in this study upon the three hundred returned questionnaires of the first group and in discarding the questionnaires of the second group.

4. The Adequacy of the Number of Judges. The writer also felt concerned as to the adequacy of the number of judges who rated the items. By an investigation, he discovered the findings of Dr. W. W. Charters in an investigation somewhat similar to this that a rating by fifty judges was approximately as reliable as that by eight hundred.<sup>5</sup> The writer, therefore, decided that the rating by three hundred judges was quite ample for his purpose.

5. Ranking The Items. After it was finally decided to use the first group of three hundred returned questionnaires in this study, the writer became interested in the problem of choosing the method by which items were to be ranked. To solve this

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<sup>4</sup>Karl J. Holzinger, Statistical Method Applied To Education p. 167, (Ginn & Company 1928)

<sup>5</sup>W. W. Charters, "Traits of Home Makers" Journal of Home Economics, pp. 673-685, (December, 1926.)

problem, he ranked the items according to the frequencies with which the items were rated by 1's by the judges and also according to frequencies with which the same items were rated by 3's and for the two series a Spearman's foot-rule was run and found to be  $r=0.925 \pm .0128$ . This indicated that the rankings by 1's was almost identical with the rankings by 3's. The closeness of this correlation led the writer to conclude that he might safely determine the rankings of the items by counting the number of rankings by 1's which each item received.

6. Determining The Point Value of Each Item. By means of this ranking of the items by 1's their relative importance was not very clearly indicated. In order to make this relationship more apparent, the writer decided to express this by using a thousand-point scale for that purpose. In this scale, the value of each item in points is in the same proportion to 1,000 that the number of ratings by 1's which that item received is to the total number of ratings by 1's received by all the items of the scale.

The total number of ratings by 1's received by all the items was 15,758. On the above basis each rating by 1's is equivalent to  $1/15,758$  or .0635 points, on the basis of 1000 points for the entire scale. The point value of each division or item of the scale is therefore equal to the product of its number of ratings by 1's and .0635. For example: The point value of item 1 is the product of 279 and .0635 or 17.68.

To make this feature of the scale more convenient for the user, the point value of each item has been expressed as the

nearest integer. The point value of item 1 thus expressed is 18 points.

No difficulty was encountered in determining the point value of the various sections and different items of the scale by the application of the above procedure until the point value of the items relating to supervisory activities in "visitation" was being calculated. The difficulty arose in this way. The total number of ratings by 1's received by all the items of that section was 2,257. By applying the method for determining the point value of a section or item just described the point value of the 2,257 ratings by 1's was found to be 143 points, expressed as the nearest integer. When the point value of each of the items relating to visitation was calculated and expressed as the nearest integer and their sum determined, it was found to be 142 points. Thus it was 1 point less than the total point value of all the items relating to "visitations" on the basis of 2,257 ratings by 1's received by all the items of that section. In order to make the sum of all the point values allocated to all the items relating to "visitation" equal to 143 points instead of 142, the one point mentioned above was allocated to item 25 because its point value was nearer to the next integer above than that of the items whose fractional parts were less than five tenths. The point value of item 25 was 10.478. Expressed as the nearest integer its value was 10. By allocating the 1 extra point mentioned above to that item it was given a point value of 11 points instead of 10.

A similar difficulty was encountered while determining the number of points to be assigned to the various items



relating to the "Diagnosing of Teaching Difficulties." It was found that the total number of ratings by 1's received by all of the items of that section was 1,603. In point value this was found to be equal to 102. When the point value of the items had been calculated by the same method mentioned above and their sum determined it was found to be 101 points instead of 102. There remained 1 point to be allocated to one of the items referring to the "Diagnosis of Teaching Difficulties". The 1 extra point in this case was added to item 50 for the same reason that 1 extra point first mentioned was added to item 25. As a result of adding the 1 extra point to item 50, its value was raised from 4 to 5 points.

A difficulty similar to those just described was met when the point values of the items relating to "Other Activities" of a supervisor were being determined. Since the above items received a total of 2,954 ratings by 1's the point value to be allocated among the various items of that section was found to be 187. When the point values of the various items of that section had been determined and expressed as the nearest integer, their sum was found to be 182. This was 5 points less than the point value of the 2,954 first ratings. For the reason already given with reference to the adding of the 1 extra point to item 25, the five extra points just mentioned were allocated in this way: 1 point was added to item 82, thus increasing its value from 7 to 8 points; one point was added to item 88, thus increasing its value from 12 to 13 points; one point each was allocated to items 92, 93, and 96, thus increasing their values

respectively from 11 to 12 points, 9 to 10 points, and from 8 to 9 points. As a result of the above procedure and allocations, the sum of the point value allocated to all the items relating to "Other Activities" of a supervisor was found to be 187, the point value of 2,954 first rating received by all the items of that section.

The sum of the point values of all the items of the scale was found to be 1,000 as a result of the above procedure. Thus the total value of all the points allocated to different items was 1,000.

7. A SUMMARY OF THE POINT VALUE OF EACH DIVISION  
AND ITEM

The summary which follows is based upon the three hundred returned questionnaires which were used as a basis in making this study. The heading of each column suggests the information contained therein.

Scale No. of item	No. of first rankings received	Point values in thousandths	Scale value given in points
Qualifications-----	2624-----	166.624-----	167
1-----	279-----	17.68-----	18
2-----	219-----	13.697-----	14
3-----	260-----	16.510-----	17
4-----	259-----	16.448-----	16
5-----	213-----	13.526-----	14
6-----	123-----	7.800-----	8
7-----	179-----	11.336-----	11
8-----	186-----	11.780-----	12
9-----	104-----	6.604-----	7
10-----	272-----	17.372-----	17
11-----	123-----	7.811-----	8
12-----	188-----	11.938-----	12
13-----	219-----	13.917-----	14
Policies-----	1977-----	125.540-----	125
14-----	193-----	12.256-----	12

Scale No. of item	No. of first rankings received	Point values in thousandths	Scale value given in points
15-----	222-----	14.097-----	14
16-----	156-----	9.906-----	10
17-----	251-----	15.939-----	16
18-----	146-----	9.271-----	9
19-----	246-----	15.621-----	16
20-----	236-----	14.986-----	15
21-----	179-----	11.365-----	11
22-----	174-----	11.238-----	11
23-----	174-----	11.238-----	11
Visitation-----	2257-----	143.193-----	143
24-----	53-----	3.366-----	3
25-----	165-----	10.478-----	11
26-----	78-----	4.953-----	5
27-----	160-----	10.160-----	10
28-----	167-----	10.605-----	11
29-----	142-----	9.017-----	9
30-----	153-----	9.705-----	10
31-----	121-----	7.684-----	8
32-----	128-----	8.118-----	8
33-----	114-----	7.239-----	7
34-----	98-----	6.222-----	6
35-----	173-----	10.976-----	11
36-----	139-----	8.825-----	9
37-----	93-----	5.806-----	6
38-----	97-----	6.160-----	6

Scale No. of item	No. of first rankings received	Point values in thousandths	Scale value given in points
39-----	202-----	12.827-----	13
40-----	164-----	10.294-----	10
Diagnosing-----	1603-----	101.791-----	102
41-----	231-----	14.668-----	15
42-----	204-----	12.954-----	13
43-----	229-----	14.432-----	14
44-----	225-----	14.288-----	14
45-----	69-----	4.371-----	44
46-----	27-----	1.715-----	2
47-----	20-----	1.275-----	1
48-----	199-----	12.637-----	13
49-----	155-----	9.843-----	10
50-----	70-----	4.445-----	5
51-----	47-----	2.985-----	3
52-----	127-----	8.005-----	8
Individual conference	1906-----	121.031-----	121
53-----	222-----	14.097-----	14
54-----	76-----	5.026-----	5
55-----	215-----	13.653-----	14
56-----	203-----	12.891-----	13
57-----	162-----	10.289-----	10
58-----	188-----	11.938-----	12
59-----	249-----	15.812-----	16
60-----	80-----	5.080-----	5
61-----	220-----	13.970-----	14

Scale No. of item	No. of first rankings received	Point values in thousandths	Scale value given in points
62-----	145-----	9.208-----	9
63-----	146-----	9.271-----	9
Demonstration teaching	1252-----	79.492-----	79
64-----	68-----	4.318-----	4
65-----	229-----	14.542-----	15
66-----	177-----	11.460-----	11
67-----	132-----	8.382-----	8
68-----	123-----	7.911-----	8
69-----	172-----	10.922-----	11
70-----	126-----	8.001-----	8
71-----	225-----	14.287-----	14
Teachers' meetings	1195-----	75.883-----	76
72-----	125-----	7.938-----	8
73-----	161-----	10.224-----	10
74-----	186-----	11.811-----	12
75-----	64-----	4.064-----	4
76-----	53-----	3.366-----	4
77-----	78-----	4.953-----	5
78-----	67-----	4.225-----	4
79-----	191-----	12.129-----	12
80-----	177-----	11.239-----	11
81-----	93-----	5.906-----	6
Other activities	2954-----	187.579-----	187
82-----	132-----	7.482-----	8
83-----	67-----	4.254-----	4

Scale No. of item	No. of first rankings received	Point values in thousandths	Scale value given in points
84-----	52-----	3.292-----	3
85-----	176-----	11.176-----	11
86-----	206-----	13.081-----	13
87-----	191-----	12.129-----	12
88-----	212-----	12.462-----	13
89-----	207-----	13.145-----	13
90-----	162-----	10.287-----	10
91-----	223-----	14.061-----	14
92-----	179-----	11.367-----	12
93-----	149-----	9.465-----	10
94-----	93-----	5.906-----	6
95-----	122-----	7.747-----	8
96-----	133-----	8.346-----	9
97-----	64-----	4.064-----	4
98-----	202-----	12.827-----	13
99-----	209-----	13.272-----	13
100-----	175-----	11.173-----	<u>11</u>
Totals-----	15,758-----		1000

## 8. SELF-RATING SCALE FOR SUPERVISORS

The scale which follows represents the result of the study. It is to this scale that mention of the scale in its final form in the preceding pages refers.

Qualifications of the Supervisor.....	167
1. Has the supervisor such qualities of leadership as courage, resourcefulness, willingness to assume responsibilities, aggressiveness, frankness, enthusiasm, foresight, common sense, and originality?.....	18
2. Has he such desirable physical attributes as good health, a pleasant voice, and neat appearance?.....	14
3. Has he such qualities of integrity as sincerity, honesty, reliability, firmness, poise, self-control, and dignity?.....	17
4. Does he possess qualities conducive to social adjustment as kindness, loyalty, friendliness, courtesy, open-mindedness, fairness, humility, tact and patience?.....	16
5. Is his work marked by thoroughness, perseverance, and accuracy?.....	14
6. Has he had wide and extended experience in teaching under skillfull supervision?.....	8
7. Has he broad professional training especially in the devices and technique of supervision?.....	11
8. Has he a liberal education in addition to a broad professional training?.....	12



9. Is he a master of the technique of curriculum making and revision?.....7
10. Is he skillful in diagnosing teaching difficulties and in finding remedial measures?.....17
11. Is he thoroughly familiar with measurements in education?..... 8
12. Does he know intimately the worth while researches in education and also the latest and best professional literature?..... 12
13. Is he thoroughly familiar with the best theory and practice of teaching and school management?..... 14
- POLICIES OF SUPERVISION.....125
14. Does the supervisor regard supervision as a service agency to teachers?..... 12
15. Does he seek to improve the pupils by improving the teaching?..... 14
16. Is the supervision scientific?..... 10
17. Is it cooperative and democratic?..... 16
18. Has the supervisor faith in the ability of all teachers to grow to the extent that he seeks to save the poor teacher instead of dismissing her?..... 9
19. Is the individuality of teachers recognized and respected?..... 16
20. Is the supervision unified with the child as the center?..... 15
21. Have the supervisor and the teachers a basis of

- common knowledge and common point of view concerning  
the school situation in which they are working?..... 11
22. Are the worth while contributions by teachers  
extended to other teachers of the system with  
acknowledgements?.....;..... 11
23. Is the supervisory program full rounded and not  
limited to just some of its parts, such as  
stenographic reports, bulletins, inspection and lesson  
plans?..... 11

SUPERVISORY ACTIVITIES.....708

IN VISITATION.....143

24. Are visits usually announced and the lesson to be  
observed mutually agreed upon?.....3
25. Does the supervisor reduce the time usually wasted in  
interviews, clerical duties, and petty routine to the  
minimum so that he may have time for more important  
duties?.....11
26. Are the supervisor's visits based upon a preliminary  
survey?..... 5
27. Are the objectives agreed upon by the teacher and the  
supervisor?.....10
28. Is the program of supervision outlined in detail and  
not haphazard?.....11
29. Are visits by the supervisor made on call also?..... 9
30. In corrective supervision, does the supervisor give  
most time to the weaker and inexperienced teachers?.....10

- 31. In creative supervision, does he begin first with the best and the more experienced teachers?..... 8
- 32. Does the supervisor remain through the full cycle of recitation and study when visiting?..... 8
- 33. Do creative supervisory projects run throughout the year?.....9
- 34. Does the supervisor study the technique of teaching the subject to be observed, the teacher's lesson plan, his notes made on former visits to this teacher, and the cumulative records of her pupils before making a visit?..... 6
- 35. Does he conduct a systematic follow-up of each teacher?.....11
- 36. Does he enter, remain, and retire from a classroom inconspicuously when visiting?..... 9
- 37. Does he follow the routine of being recognized by the teacher just as the pupils do before breaking into a recitation?..... .6
- 38. Does he use a code of silent communication with the teacher while observing?..... 6
- 39. Are teachers criticised adversely only in private?....13
- 40. Does the supervisor refrain from "spying" on the teachers?.....10

IN DIAGNOSING TEACHING SITUATIONS.....102

- 41. Is the teaching more than the teacher the center of attention of the supervisor when diagnosing?.....15
- 42. Is the supervisor familiar with the subjects,

- activities, and traits most in need of supervision?.....13
43. Is the judgment of the supervisor concerning a teaching situation held in suspension until analysis and diagnosis are complete?.....14
44. Does the supervisor note the reaction of the pupils to the efforts of the teacher when visiting?.....14
45. Are the number of pupils who seem to be giving attention during each major step in the procedure recorded?.....4
46. Does the supervisor record the amount of time devoted to each major step in the procedure?.....2
47. Is a stop watch used in measuring some specific things, such as the amount of time the teacher spends in talking?.....1
48. Does the supervisor use survey and diagnostic tests as devices in diagnosing?.....13
49. Does he avail himself of the cumulative records of the pupils?.....10
50. Are teacher improvement sheets or check lists used?.....5
51. Does the supervisor take notes on a two-column arrangement and the criticisms and suggested remedial measures in the other?.....3
52. Does he reorganize running notes before holding a conference with the teacher and before giving her a copy of the notes?.....8
- IN INDIVIDUAL CONFERENCE.....121

53. Does he keep office hours for those desiring help?....14
54. Are individual conferences held in the teacher's  
own room?..... 5
55. Are both positive and negative constructive  
criticisms given?.....14
56. Are all criticisms based on facts?.....13
57. Does the supervisor take up only one or two big  
topics in a single interview?.....10
58. Does the teacher take a prominent and an active part?.12
59. Is she encouraged to give her point of view?.....16
60. Does the supervisor give the teacher a copy of his  
supervisory notes at the end of the interview?..... 5
61. Is the teacher given an opportunity to ask questions?.14
62. Does the supervisor plan lesson with the teacher?..... 9
63. Are the points made in the interview summarized at  
the close?..... 9
- IN DEMONSTRATION TEACHING AND DIRECTED OBSERVATION...79
64. Do visitation, conference, and demonstration proceed  
in cycles?..... 4
65. Is the demonstration teaching done under as nearly  
typical schoolroom conditions as possible?.....15
66. Are different teachers rather than the same one  
called upon to do the teaching at different times?....11
67. Do teachers rather than the supervisor do the  
demonstration teaching?..... 8
68. Are demonstrations and directed observations used so  
frequently that no one feels embarrassed when called  
upon?..... 8

69. Do the supervisor and the teacher agree before the demonstration upon the characteristic to be made to stand out in the demonstration?.....11
70. Is this characteristic made to stand out during the demonstration?..... 8
71. Do the supervisor, the teacher teaching, and the teacher or teachers observing hold a conference after the demonstration?.....14
- IN TEACHERS' MEETINGS.....76
72. Are the meetings held primarily for giving instruction in supervisory projects?..... 8
73. Are the teachers who attend a meeting a homogeneous group?.....10
74. Is the supervisor guided by the fact that he is not holding a supervisor's but a teacher's meeting?.....12
75. Are social meetings held principally for rapport?... 4
76. Are meetings held from two to four weeks apart?..... 4
77. Are they from 45 to 90 minutes long?..... 5
78. Are they held after school the fore-part of the week?.....4
79. Are the programs pre-arranged and pre-announced?....12
80. Are mimeographed announcements and programs prepared and distributed to the teachers long enough before a meeting to enable them to prepare adequately for it?.11
81. Is a summary of the discussions of the meeting printed and distributed to the teachers?..... 6
- IN OTHER ACTIVITIES.....187
82. Are bulletins issued principally for giving instructions in supervisory projects?..... 8

83. Do they contain matter of general interest only?..... 8
84. Are they issued no oftener than two to four weeks?..... 3
85. Are they short and to the point?.....11
86. Is correct and effective English used?.....13
87. Are they democratic and never of a "high pressure" type?.....12
88. Does the supervisor encourage the teachers to be on the alert and to employ such devices as self-analysis for their improvement?.....13
89. Is intervisitation among teachers arranged for and made profitable?.....13
90. Does the supervisor encourage organization among the teachers for their professional improvement?.....10
91. Does he incite competent teachers to carry on researches either as individuals or in groups?.....14
92. Does he counsel those engaged in such projects?.....12
93. Does he lead and counsel the teachers in the making and the revision of the curriculum?.....10
94. Does he lead the teachers in the making of teacher improvement sheets or check lists?..... 6
95. Does he issue reports of researches to his teachers?.... 8
96. Does he promote researches by the research department or conduct them himself for the benefit of his schools?. 9
97. Is the directed reading for all teachers only along lines specifically appropriate to the supervisory projects under way?..... 4
98. Are individual teachers given reading references designed to meet their individual needs?.....13

99. Does the supervisor encourage teachers to make use of such out-of-school agencies as attending extension classes, summer school, high-class entertainments and worth while exhibits to improve their teaching?.....13
100. Does he make use of such administrative devices as exhibits of genuine pupils' school work, providing adequate equipment and supplies, and a salary schedule for the improvement of his teachers?.....11



#### IV. APPENDICES

##### A. A SELF-RATING SCALE FOR SUPERVISORS

###### References To Items

A survey of the textbooks and magazine articles in the field of supervision at the present time shows marked agreement in stating the desirable qualifications, policies, and activities of supervisors. To this extent supervision approaches a science. The writer has included in this scale only those items about which there is a considerable degree of agreement among writers in the field of supervision.

Following each item are to be found several pairs of numbers. The second number of each pair is followed by a semicolon thus: 1, 733;. The first number, "1", refers to article 1 in the bibliography, while the second, 733, indicates the exact page of the article to which the reference is made.

## A SELF RATING SCALE FOR SUPERVISORS

### Qualifications of the Supervisor

1. Has the supervisor such qualities of leadership as courage, resourcefulness, willingness to assume responsibilities, aggressiveness, frankness, enthusiasm, foresight, common sense, and originality? 1,733; 251, 624; 32, 55; 65, 24; 214, 106; 191, 408; 129, 380; 31, 719; 69, 755; 46, 392; 143, 350; 126, 745; 69, 193; 29, 627; 131, 827; 281, 505; 298, 774; 24, 550-4; 32, 55; 83, 9; 50, 18; 61, 29; 6, 274; 58, 554; 98, 193; 177, 506; 275, 26; 282, 255; 99, 121; 40, 415; 104, 449; 218, 615, 66, 345.
2. Has he such desirable physical attributes as good health, a pleasant voice, and a neat appearance? 228, 304; 32, 54; 200, 218; 31, 719; 69, 775; 24, 553; 227, 624; 46, 392; 65, 26; 98, 183; 83, 9; 275, 26; 50, 18; 65, 26; 177, 506; 30, 40; 66, 345; 189, 269.
3. Has he such qualities of integrity as sincerity, honesty, reliability, firmness, poise, self-control, and dignity? 24, 553; 126, 745; 46, 392; 214, 106; 99, 126; 298, 774; 32, 55; 65, 23; 98, 192; 9, 39; 50, 18; 83, 9; 50, 18; 83, 9; 50, 18; 84, 39; 27, 50; 58, 554; 177, 506; 66, 345.
4. Does he possess qualities conducive to social adjustment as kindness, courtesy, open-mindedness, fairness, humility, tact, and patience? 241, 624; 46, 392; 24, 553; 200, 61; 103 776; 115, 923; 243, 187; 282, 260; 126, 745; 65, 23; 1, 733; 69, 755; 77, 112; 32, 55; 143, 351; 235, 232; 99, 125; 69, 194; 65, 444; 148, 187; 214, 106; 228, 206; 111, 7-9; 259, 568; 233, 539; 237, 479; 169, 655; 31, 718; 265, 229; 177, 506; 188, 5; 98, 192; 68, 10; 84, 27; 183, 374; 15,

117; 258, 2&3; 225, 107; 127, 157; 30, 40; 66, 235; 90, 187;

5. Is his work marked by thoroughness, perseverance and accuracy? 24,561; 251, 624; 46,393; 65, 24; 1, 733; 69 755; 152, 425; 33, 753; 214, 106; 293, 76; 185, 105; 258, 3; 50, 18; 66, 345.
6. Has he had wide and extended successful experience in teaching under skillful supervision? 33,749; 233, 539; 24,541; 31,719; 46,270; 276,140; 119,507; 130,414; 176, 15; 107,264; 179,145; 84,37; 183,374; 177,506; 6,273; 1, 733; 275,31.
7. Has he broad professional training especially in the devices and technique of supervision? 24,542; 8,137; 46,372; 65,444; 48,48; 71,383; 137, 745; 191,259; 200, 15; 116,545; 119,507; 130,414; 237,472; 65,27; 1,733; 275,32; 68,7; 77,112; 60,29; 163,270; 84,36; 183,374; 177,506; 14,259; 200,15.
8. Has he a liberal education in addition to a broad professional training? 24,548; 1,733; 31,719; 152,425; 69,775; 267,607; 191,409; 116,545; 3,442-4; 60,29; 84,36; 275,30; 66,345.
9. Is he master of the technique of curriculum making and revision? 62,189; 200,25; 228,257; 65,388; 298,775; 182,585; 24,544; 71,384; 93,129; 140,345; 35,609; 129, 380; 1,732; 296,764; 46,374; 11,279; 297,109; 97,46; 41,385-94; 283,42; 84,39.
10. Is he skillful in diagnosing teaching difficulties and in finding remedial measures? 24,330; 7,331-48; 116,546;

8,136; 271,366; 256,441; 103,776; 243,186; 282,260; 7,  
331-48; 255,366; 54,115; 84,36; 295,426; 15,116, 178,  
384; 211, 54; 198,270; 284,47; 9,39; 283,42; 27, 49; 40,  
415; 76,202; 287, 328; 213,46.

11. Is he thoroughly familiar with measurements in education?

256,442; 62,189; 24,542; 200, 187; 167,55; 24,544; 215,  
26-32; 233, 539; 176,18; 65,485; 46,293; 6,274; 69,9;  
61,289; 172,311; 96,217; 178,289; 195,47; 213,40; 79,46.

12. Does he know intimately the worthwhile researches in

education and also the latest and best professional  
literature? 93,130; 24,546; 24,367; 197,485; 106,178;  
20,749; 98,196; 125,54; 275,32; 24,367; 178,387.

13. Is he familiar with the best theory and practice of

teaching and school management? 288,225; 267,607; 218,  
614; 130,415; 46,89; 93,129; 48,48; 8,137; 116,545; 24,  
546; 1,732; 137,744; 29,627; 141,666; 31,719; 176,15;  
237,472; 211,54; 9,39; 163,270; 157,424; 76,202; 84,41;  
263,40; 224,48.

#### POLICIES OF SUPERVISION

14. Does the supervisor regard supervision as a service

agency to teachers? 24,84; 200,82; 116,545; 55,115;  
93,129; 298,776; 103,777; 8,143; 292,765; 247,423; 77,  
113; 175,131; 133,913; 228,248; 46,10; 139,831; 31,717-20;  
285,569; 218,613; 274,1439; 182,582; 73,243; 199,43; 15,  
117; 272,38; 40414; 8,143; 92,338; 38,468; 203,219; 84,  
41; 74,761; 62,190; 23,361; 1,731; 54,216; 14,23; 9,39;  
75,164; 213,46; 68,6; 295,425; 187,113; 179,142; 220,

- 36; 125,53; 226,335; 87,44; 230,488.
15. Does he seek to improve the pupils by improving the teaching? 24,84; 7,4; 8, 143; 77,114; 74,761; 93,129; 56,408; 16,360; 70,50; 264,553.
16. Is the supervision scientific? 117,223; 24,84; 130, 415; 197,484; 138,659; 73,242; 18,114; 70,51; 61,289; 183,373; 221,39; 154,43; 230,494; 91,223.
17. Is it cooperative and democratic? 24,83; 200,35; 130, 414; 46,11; 141,767; 148,187; 137,746; 116,546; 1,730; 161,262; 3,443; 296,776; 93,129; 129,379; 99,122; 235, 227; 74,764; 199,2; 256,441-23; 128,656; 191,411; 24,137; 156,107; 162,105; 289,176; 250,178; 228,255; 253,44; 192, 549; 44,106; 265,484; 118,40; 284,77; 16,259; 151,275; 100,57; 222,54; 54,215; 260,363; 299,23; 142,54; 179,143; 190,643; 235,227; 20,750; 160,214; 262,42; 178,392; 94, 36; 253,44.
18. Has the supervisor faith in the ability of all teachers to grow to the extent that he seeks to save the poor teacher instead of dismissing her? 205,600; 214,106; 62, 192; 74,761; 140,345; 265,23; 27,50; 49,51; 77,112; 226, 336; 79,13; 299,24; 66,252.
19. Is the individuality of the teachers recognized and respected? 1,730; 3,443; 24,83; 130,415; 141,767; 65,525; 271,265; 135,624; 192,549; 86,235; 143,350; 79,10; 265, 232; 140,345; 144,125; 61,289; 34,36; 98,195; 143,350; 20,752; 244,197; 260,372; 222,54; 94,35; 77,114.
20. Is the supervision unified with the child as the center?

3,442; 101,201; 55,102; 1,730; 156,110; 130,414; 202, 1459; 278,33; 219,43; 181,176; 254,47; 49,51.

21. Have the supervisor and the teachers a basis of common knowledge and common point of view concerning the school situation in which they are working? 200,66; 298,773; 3,442; 251,626; 18,114; 271,266; 48,55; 296,764; 97,36; 23,403; 1,732; 296,763; 262,117; 3,442; 251,626; 104,450; 160,214; 128,436; 49,51; 297,105; 295,431; 234,345; 262, 117; 231,146; 291,380; 79,9; 265,250.
22. Are the worthwhile contributions of teachers extended to other teachers with acknowledgments? 2,100; 24,83; 242, 501; 55,105; 65,525; 289,177; 168,664; 253,56; 191,407; 192,549; 274,1439; 105,516; 144,126; 169,249; 220,54; 212,37; 212,46; 270,36; 16,360; 21,663; 226,336; 281, 505; 87,45; 190,645; 90,183.
23. Is the supervisory program full rounded and not limited to just some of its parts such as stenographic reports, bulletins, inspection and lesson plans? 25,85; 208,487; 1,731; 45; 24,82-5 116, 545; 223,45.

#### SUPERVISORY ACTIVITIES

##### In Visitation

24. Are visits usually announced and the lesson to be observed mutually agreed upon? 24,145; 237,474; 105,508; 7,63; 297,111; 278,33; 244,194; 49,51; 230,490; 296,766.
25. Does the supervisor reduce the time usually wasted in interviews, clerical duties, and petty routine to the minimum so that he may have time for more important duties? 137,744; 243,177; 65,45; 248,263-71; 182,584; 115,923; 103,

777; 110,28; 280,620; 151,274; 261,43; 110,26; 29,626;  
89,422; 181,210; 128,438.

26. Are the supervisor's visits based upon a preliminary survey? 103,777; 107,271; 77,113; 242,503; 7,4; 102,307; 153,176-85; 204,189; 21,666; 120,189; 203,221-3; 51,15; 28,446; 244,193; 264,554; 296,769; 45,375.
27. Are the objectives agreed upon by the teacher and the supervisor? 24,144; 763,244,194; 296,769; 45,275.
28. Is the program of supervision outlined in detail and not haphazard? 137,745; 298,772; 1,732,24, 107; 133,914; 199,44; 107,266; 46,401; 65,439; 137,745-7; 7,60; 7,222; 77,113; 45,264; 24,87; 65,437; 93,130; 296,763; 159,48; 15,116; 127,52; 244,193; 297,105; 113,31; 114,235; 261,43; 22,53.
29. Are visits by the supervisor made on call also? 238,580; 242,502; 115,923,7,64,24,147; 79,21,47,258.
30. In corrective supervision, does the supervisor give most time to the weaker and inexperienced teachers? 81,13; 77,113; 24,147; 227,643; 110,24; 65,461; 55,299; 115,924; 132,193; 133,914; 1,731; 108,57; 206,350; 77,113; 940; 149,261; 190,637.
31. In creative supervision, does he begin first with the best and the most experienced teachers? 1,731; 24,159; 46,408; 18,115; 234,344; 16,359.
32. Does the supervisor remain through a full cycle of recitation and study when visiting? 24,147; 103,776; 46,408; 7,56,116,547; 65,446; 196,156; 212,36; 138,437.

33. Do creative supervisory projects run throughout the year?  
277,210; 40,419; 291,382; 51,14.
34. Does the supervisor study the technique of teaching the subject to be observed, the teacher's lesson plan, his notes made on former visits to this teacher, and the cumulative records of her pupils before making a visit?  
46,408; 7,63; 7,6-9; 105,508; 24,132; 128,438; 70,51;  
261,43.
35. Does he conduct a systematic follow up of each teacher?  
46,173; 7,225; 137,746; 24,174; 105,510-1; 206,351; 103,  
776; 227,643; 174,215; 51,19; 169,254; 224,47.
36. Does he enter, remain, and retire from a classroom inconspicuously when visiting? 7,64; 24,149; 46,408; 200,  
201-4; 65,445; 82,13.
37. Does he follow the routine of being recognized by the teacher just as the pupils do before breaking into a recitation? 7,75; 24,150; 143,351.
38. Does he use a code of silent communication with the teacher while observing? 200,203; 7,75.
39. Are teachers criticised adversely only in private?  
86,235; 9,40.
40. Does the supervisor refrain from "spying" on the teacher?  
1,732; 22, 206; 116,546; 242,502; 46,406; 125,53; 15,115;  
127,52.

#### IN DIAGNOSING TEACHING SITUATIONS

41. Is the teaching rather than the teacher the center of the attention of the supervisor when diagnosing? 24,489; 216,



281; 207,421; 7,51; 23,361; 24,480; 199,5; 121,619;70,  
50.

42. Is the supervisor familiar with the subjects, activities and traits most in need of supervision? 201,283-92; 46,371; 7,332; 65,463; 81,12; 88,138; 107,275; 214,106-8; 95,291; 44,105-6; 24,600; 176,17; 111,7-9,141-3; 26,18; 286,19; 293,9; 28,54; 65,463; 46,414; 42,451-2; 254,48; 66,345; 57,263; 80,17; 30,35; 268,377; 166,269; 189,269.
43. Is the judgement of the supervisor concerning a teaching situation held in suspension until analysis and diagnosis are complete? 1,732; 160,216; 252,226; 176,18; 252,226; 104,450.
44. Does the supervisor note the reaction of the pupils to the efforts of the teacher when visiting? 46,129; 279,207; 200,211; 55,115; 210,209; 109,220; 19,181-2; 7,32; 48,50; 103,776; 122,699; 28,59; 24,129; 70,51; 284,217.
45. Are the number of pupils who seem to be giving attention during each major step of the procedure recorded? 7,32; 210,209; 19,182; 28,59; 210,209; 169,241.
46. Does the supervisor record the amount of time devoted to each major step in the procedure? 24,597; 22,69; 46,67-70; 37,41.
47. Is a stop watch used in measuring some specific things such as the amount of time the teacher spends in talking? 24,127; 24,597.
48. Does the supervisor use survey and diagnostic test as devices in diagnosing? 46,456; 65,186; 182,283; 204,191; 200,211; 137,211; 135,624; 176,20; 246,278; 202,1442; 174,213; 64,239; 65,485; 206,256; 107,269; 215,625.

24,318; 46,293; 184,696; 167,55; 238,581; 93,129; 216,311-3; 97,27; 128,439; 243,186; 163,270; 138,656; 160,216; 172,597; 11032; 300,522; 134,262 244, 195; 173,311; 76,199; 51,14; 264,556; 16,257; 78,127; 195,47; 283,43; 68,9; 278,34; 84,118; 85,529; 215,26; 178,390; 266,280; 185,105.

49. Does he avail himself of the cumulative records of the pupils? 24,129; 7,6&7; 215,27.
50. Are teacher improvement sheets or check lists used? 239,420; 216,281; 7,10; 397; 24,117; 121,620; 228,370; 22,66; 48,48; 295,427; 129,379; 65,447; 137,747; 244,196; 295,428.
51. Does the supervisor take notes on a two column arrangement with teaching procedure in one column and the criticism and suggested remedial measures in the other? 7,67; 24,150; 24,176,176; 261,45.
52. Does he reorganize running notes before holding a conference with the teacher and before giving her a copy of the notes? 7,67-74; 24,150; 24,176; 261,45.

#### IN INDIVIDUAL CONFERENCE

53. Does he keep office hours for those desiring help? 200,210; 210; 46,412; 24,164; 15,117; 266,280.
54. Are individual conferences held in the teacher's own room? 65,451-2; 54,215.
55. Are both positive and negative criticisms given? 251,625; 24,165; 200,195; 243,186; 24,162; 110,35; 74,762; 252,225; 107,273; 216,285; 65,450; 109,520; 216,285; 297,108; 258,8,169,247; 159,121; 9,40; 198,372; 226,336;

275,41; 270,35; 222,53.

56. Are all criticisms based on facts? 24,181; 200,206; 123,35; 7,51; 110,35; 252,225; 65,452; 1,732; 256,442; 120,189,223,45; 169,243; 60,50; 216,281.
57. Does the supervisor take up only one or two big topics in a single interview? 7,508, 143; 24,162; 46,416-7; 65,447; 109,521; 169,243; 275,57.
58. Does the teacher take a prominent and an active part? 24,173; 110,34; 46,112; 54,215; 24,164; 55,267; 1,732; 46,412; 7,51; 169,247; 104,450.
59. Is she encouraged to give her point of view? 200,206; 128,438; 24,164; 7,51; 82,13; 46,412; 1,732; 109,520; 65,450; 191,408; 104,450; 70,50.
60. Does the supervisor give the teacher a copy of his supervisory notes at the end of the interview? 46,412; 200,206; 216,281; 7,67; 244,195; 24,156; 295,433; 132,119; 296,767; 298,777; 297,112; 223,46; 266,280.
61. Is the teacher given an opportunity to ask questions? 24,160; 228,267; 259,425; 70,50; 275,170.
62. Does the supervisor plan lessons with the teacher? 200,171; 7,261 54,216; 24,169; 285,570 55,268 222,53; 268,378; 266,280; 67,274; 24,169; 275,41.
63. Are the points made in the interview summarized at the close? 244,195; 24,177; 107,273; 109,521; 295,433.

#### IN DEMONSTRATION TEACHING AND DIRECTED OBSERVATION

64. Do visitation, conference, and demonstration proceed in cycles? 103,776; 122,533.
65. Is demonstration teaching done under as nearly typical schoolroom conditions as possible? 251,625; 24,428;

- 292,153; 170,519; 204,192; 243,51; 165,452; 240,267; 171,700; 115,932; 245,240.
66. Are different teachers rather than the same one called upon to do the teaching at different times? 170,519; 261,44; 113,34; 122,530.
67. Do teachers rather than the supervisor do the demonstration teaching? 192,549; 185,101-2; 280,622; 170,519; 191,407; 256,441; 253,51; 65,469; 90,183; 145,43; 261,45; 186,400; 134,263; 125,54; 234,345; 113,31; 284,218.
68. Are demonstrations and directed observation used so frequently that no one feels embarrassed when called upon? 170,519; 253,51.
69. Do the supervisor and the teachers agree before the demonstration upon the characteristics to be made to stand out in the demonstration? 256,241; 228,366; 108,56; 36,20; 185,102; 122,530; 238,579; 240,272; 200,139; 292,154; 170,521; 24,529; 65,469; 92,129; 145,43; 224,47; 234,345; 67,275; 245,239; 100,57; 284,218.
70. Is the characteristic made to stand out during the demonstration? 280,625; 176,21; 240,272; 170,521; 108,53; 122,530; 224,47; 284,218.
71. Do the supervisor, the teacher teaching and the teacher or teachers observing hold a conference after the demonstration? 251,625; 165,452; 122,530; 280,624; 240,272; 170,521; 200,140; 252,229; 253,52; 24,430; 237,475; 238,580; 65,470; 204,192; 292,154; 128,439; 234,345; 284,218; 187,113-4; 122,530; 245,240-1; 213,140; 134,263; 125,54.

IN TEACHERS MEETINGS

72. Are meetings held primarily for giving instruction in supervisory projects? 14,22; 204,190; 122,528; 296,769; 24,417; 155,67; 253,54; 112,776; 277,200; 228,364; 26,19; 122,528; 46,410; 4,24; 275,128.
73. Are teachers who attend a meeting a homogeneous group? 253,55; 234,343; 26,20; 228,365; 65,466; 24,408; 108,56; 51,19; 277,200; 247,425; 72,244; 146,36; 4,20; 196,159; 268,377; 84,117.
74. Is the supervisor guided by the fact that he is not holding a supervisor's but a teachers' meeting? 46,411; 65,516; 200,210; 173,312; 253,55; 36,20; 92,340; 51,19; 14,23; 62,244; 252,229; 128,440; 217,371; 234,345; 24,411; 4,23; 275,129; 4,20-4; 16,359; 275,126; 275,54; 103,774.
75. Are social meetings held principally for rapport? 24,437; 103,774.
76. Are meetings held from two to four weeks apart? 65,518; 146,25; 217,371-2; 134,261; 168,659; 107,268; 191,410; 85,528; 49,51; 275,128; 145,42; 45,269.
77. Are they from 45 to 90 minutes long? 298,777; 296,767; 168,658; 65,519; 146,34.
78. Are they held after school the fore part of the week? 24,414; 146,35; 217,371; 65,518.
79. Are the programs pre-arranged and pre-announced? 217; 372; 24,413; 234,344; 65,520; 128,439; 257,54; 4,20.
80. Are mimeographed announcements and programs prepared and distributed to teachers long enough before a meeting to enable them to prepare adequately for it? 24,411; 234,344; 217,372; 4,22.

81. Is a summary of the discussions of the meeting printed and distributed to the teachers? 24,413; 65,528; 122,531; 168,656.

IN OTHER ACTIVITIES

82. Are bulletins issued principally for giving instructions in supervisory projects? 296,769; 5,526; 107,266; 68,8; 134,263; 122,533; 59,29; 58,556; 231,146; 257,54.
83. Do they contain matter of general interest only? 134,264-5; 204,196; 5,526; 24,436; 174,213; 147,186.
84. Are they issued no oftener than every two to four weeks? 203,219; 203,227; 204,196; 5,526; 149,261.
85. Are they short and to the point? 24,436; 5,525;
86. Is correct and effective English used? 32,58; 109,514; 134,187.
87. Are they democratic and never of a "high pressure" type? 68,8-9.
88. Does the supervisor encourage the teachers to be on the alert and employ such devices as self-analysis for their improvement? 24,465; 207,421; 43,518; 216,281; 271,264; 121,619; 12,30; 81,13; 108,51; 10,381; 8,143; 295,426; 110,35; 32,407; 237,475; 18,115; 172,597; 65,453; 7,44; 95,292; 76,202; 113,34; 211,54; 287,329; 125,54; 275,63; 222,54; 273,58; 84,55; 84,121; 49,51; 284,76; 145,43; 84,44.
89. Is intervisitation among teachers arranged for and made profitable? 64,243; 81,13; 149,262; 280,621; 46,340;

- 134,263; 24,433; 65,470; 252,227; 176,22; 171,700; 238,580;  
228,366; 243,185; 290,407; 287,328; 251,625; 108,57; 100,  
57; 87,44; 224,47; 218,614; 125,54; 257,54.
90. Does the supervisor encourage organizations among teachers  
for their professional improvement? 63,242; 155,68; 141,  
766; 24,437; 135,623; 122,220; 85,530; 52,45.
91. Does he incite competent teachers to carry on researches  
either as individuals or in groups? 24,387; 1,732; 144,125;  
197,485; 183,274; 40,416; 18,115; 130,415; 228,368; 16,359;  
253,50; 3,444; 138,664; 113,30; 84,55; 219,44; 191,407;  
87,45; 45,374.
92. Does he counsel those engaged in such projects? 40,417;  
113,30; 183,372; 24,387; 228,368; 253,50; 288,225; 65,  
476; 219,44; 84,55.
93. Does he lead and counsel the teachers in the making and the  
revision of the curriculum? 1,732; 162,103; 65,475; 24,  
220; 35,609; 252,230; 253,55; 260,363; 136,521; 192,549;  
13,68; 53,106; 265,784; 61,289; 124,973; 112,778; 133,  
914; 16,259; 191,407; 22,475; 193,802; 168,658; 110,30;  
235,230; 3,443; 257,54; 261,44; 84,39; 78,127; 190,642;  
52,112; 296,764.
94. Does he lead the teachers in the making of teacher  
improvement sheets or check lists? 107,273; 244,196; 108,  
52; 271,362; 32,409; 18,115.
95. Does he issue reports of researches to his teachers?  
20,749; 24,399; 197,486; 107,265; 204,197; 79,12.

96. Does he promote researches by the research department or conduct them himself for the benefit of his schools?  
110,22; 53,107; 25,81-6; 197,488; 242,501-2; 192,802;  
202,144; 24,278; 84,117; 79,15; 257,54.
97. Is the directed reading for all teachers only along lines specifically appropriate to the supervisory projects under way? 93,130; 106,175; 205,597; 122,528; 107,266;  
92,340; 110,28; 65,477; 257,54; 213,140; 100,57; 84,115.
98. Are individual teachers given reading references designed to meet their individual needs? 65,464; 93,130; 81,137;  
290,464; 261,45.
99. Does the supervisor encourage teachers to make use of such out-of-school agencies as attending extension classes, summer school, high class entertainments and worth while exhibits to improve their teaching? 134,264; 112,778; 185,  
103; 24,435; 46,341; 141,766; 113,34; 99,123; 275,125;  
158,634; 115,924; 1,731; 119,506; 46,341; 176,21; 237,473;  
266,280; 257,54; 84,121; 52,45.
100. Does he make use of such administrative devices as exhibits of genuine pupils' school work, providing adequate equipment and supplies, and a salary schedule for the improvement of his teachers? 56,409; 228,267; 253,52; 252,226;  
249,158; 99,124; 46,342; 1,731; 24,436; 18,115; 38,467;  
107,269; 187,114; 84,115; 17,256; 228,367; 249,158; 266,  
280; 212,46; 254,47; 49,17; 245,54; 284,80; 230,492.



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### C. DIRECTIONS FOR USING THE SCALE

To make the scale more personally applicable the qualifications, policies, and activities of supervisors are stated in the form of questions which may be answered by "yes" or "no". The desired answer is "yes" in each case.

Following each item is a scale number. The relative importance of each item is indicated by the size of the number. The most important item is given a scale value of 18, and that of least worth is given a value of 1. The person using this scale should see which questions he can honestly answer "yes" and then mark them so. He should honestly mark those whose answers are "no" in his case. He should then make an honest effort to grow to the extent that he can honestly answer all questions with a positive answer.

#### D. DISTINCTIVE FEATURES OF SCALE

The qualifications, policies, and activities of supervisors mentioned in the scale were derived from an analysis of literature in this field as found in about five hundred sources.

The scale value of the various items is a composite of the judgment of three hundred competent judges. This scale not only sets forth the qualifications, policies, and activities of supervisors that help to make their work a success but also the relative importance of each according to the massed judgment of a large number of competent persons.

It seems that this feature adds considerably to the worth of this scale as an instrument to be used for self-analysis and self-improvement.



## E. COMMENTS

Of the five hundred and twenty-five persons who participated in a study by marking and returning the questionnaires, twenty-three asked for another copy of it. One hundred asked where the results of the study might be obtained when completed.

Forty-four made favorable comments on the proposed check list.

The following letter is typical of those received:

" You seem to have consciously chosen one hundred of the most important items related to the success of a supervisor."

Four Comments were unfavorable. The following is typical.

"If you would reduce the items from one hundred to fifty you would have a better and a more usable scale."

Four other comments which could be classed neither as favorable or unfavorable were received. A typical letter of this class is as follows:

"The investigation is suggestive and interesting."

None of the fifty-two who made comment upon the scale were solicited to do so. This indicates that the field of the investigation covered by this study is a fertile one. It is hoped that others may study other phases of this problem.

#### F. FURTHER RECOGNITION OF THE WORTH OF THE SCALE

About two hundred and fifty educators in different parts of the country have requested and received copies of the scale. The superintendent of schools, Terre Haute, Indiana received a copy and also supplied each one of his twenty-five principals with one as did the superintendent of the Rutland, Vermont schools. Dr. Philip W. L. Cox, head of the department of education at the New York University, supplied each member of his department with a copy. Dr. Guy M. Wilson, Boston University, Dr. Ayers, University of Texas, and Dr. Odell, University of Illinois are among the prominent educators who sent for a copy of the scale.

Further recognition came to the scale when the American School Board Journal, Milwaukee, Wisconsin, the most widely read magazine in its field accepted the scale for publication. The Teacher College Journal, Indiana State Teachers College, published an abbreviated form of the scale in the May, 1931 issue.

An article concerning the study appeared in the March 18, 1931 issue of the Indiana Statesman, the official student publication of the Indiana State Teachers College. Mr. William Pickens wrote an article concerning the study for the associate Negro Press. This appeared in the April 11, 1931 issue of the Indianapolis Recorder.

In addition to the above recognition of the value of the study, the writer has received many personal letters of congratulation concerning it.