

To the Graduate Council:

I am submitting herewith a dissertation written by Frederic William Patterson entitled "A Study of the Perceptions of Teachers, Principals, and Supervisors About the Present Practice and the Ideal Practice of Instructional Supervision in the Public Schools of Tennessee." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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A STUDY OF THE PERCEPTIONS OF TEACHERS, PRINCIPALS, AND
SUPERVISORS ABOUT THE PRESENT PRACTICE AND
THE IDEAL PRACTICE OF INSTRUCTIONAL SUPERVISION
IN THE PUBLIC SCHOOLS OF TENNESSEE

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DEDICATION

This dissertation is dedicated to my wife, Irene, and my son Damon. Their longsuffering, patience, understanding, and love have made the completion of this graduate program possible. They have made numerous sacrifices of time and resources in order to allow me the opportunity to pursue this endeavor. I will be eternally grateful.

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ABSTRACT

This study was undertaken in order to investigate the perceptions of teachers, principals, and supervisors about the present practice and the ideal practice of instructional supervision in the public schools of Tennessee. Furthermore, comparisons of the perceptions of the participants in this study were made with similar groups studied in 1976 in an effort to determine if perceptions had changed over time.

The investigation involved a survey of 277 teachers, 215 principals, and 171 supervisors for a total of 663 participants. The overall response rate was 74 percent.

Major findings of the study revealed that:

1. Teachers, principals, and supervisors differed significantly in their perceptions of the present practice of instructional supervision. Most teachers perceived that they did not receive the supervisory support services about which they were asked, while most principals and supervisors perceived that they were providing the services.

2. The responses of teachers, principals, and supervisors in this study tended to agree with the perceptions of like groups in the 1976 study. In both studies, teachers perceived they were not receiving adequate

supervisory support, while principals and supervisors perceived they were providing adequate support.

3. The Comprehensive Education Reform Act (CERA, 1985) prompted a significant increase in the number and length of classroom observations and conferences conducted by principals and supervisors. However, the 1990 teachers did not perceive such observations and conferences to be helpful any more than did the teachers in the 1976 study.

4. Significant differences existed in the perceptions of teachers compared with the perceptions principals and supervisors in regard to what they felt the ideal practice of supervision should be.

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CHAPTER I

OVERVIEW OF THE STUDY

Introduction

Deciding what is essential for effective supervisory practice is a continuing concern in education. The emphases of supervision have changed throughout history from the practice of inspection of the teacher, to supervision that examined pupil progress along with teacher inspection, to supervision that focused once again on teacher behaviors and how they affect student outcomes. These models of supervision have evolved into modern supervision of the twentieth century that includes management by objectives supervision, clinical supervision, human relations supervision, developmental supervision, and peer supervision. But as Zahorik (1978) points out, "Regardless of its type or style, all supervision has the same basic purpose: to improve instruction" (p.667). Instructional supervision has the practical goal of helping improve instruction at the classroom level with its focus being the educational attainment of young people. This attainment is logically affected by the quality of instruction and the supervisor is ideally perceived as one who functions to

affect the renewal and maintenance of teacher competence to assure the improvement of instruction.

Current literature and studies of supervisory practices (Karant, 1989; Pino, 1988; Glickman and Rogers, 1988; Reynolds and Martin-Reynolds, 1988) indicate that supervision is needed, desirable, and performing a valuable function in education. Along with the need for supervision, there is a need for the continued study of supervision by researchers in the field to determine the effectiveness of practices and the need for changes to improve practices. Even those researchers of the 1970's who felt that studies dealing with the perceptions of supervision by teachers had been overdone agreed that the need persisted for such studies when quality was emphasized. Some have argued for even more basic research in supervision, such as Saxe (1972) who stated:

...hopefully others will deal more carefully with the problems of supervision. Among these problems are such fundamental issues as these: 1. What is supervision? 2. Who are supervisors? 3. What do they do? We have never had satisfactory answers to these questions. Answers are still needed, perhaps more than ever before. (p.654).

Due to practices of supervision that were often regulatory in nature, supervisors have frequently been regarded with suspicion by the teachers with whom they work. Despite the efforts of many contemporary authorities and practitioners to overcome the image of the supervisor as an inspector or enforcer of regulations, the fact remains that

even today, teachers sometimes experience anxiety in dealing with the "snoopervisor". Guss (1961), Neville (1966), and Jackson (1968) reported that teachers do, in fact, consider supervisors as threats. Bohnert and MacNaughton (1978) state that such findings in the literature may be interpreted to mean that supervision is ineffective. But they go on to say that it could also indicate that supervision in its "fullest and most intimate sense has seldom been tried" (p.96). It is significant that practices such as having a student pass from teacher to teacher with a red notebook, or some other signal that the supervisor is on campus, still prevail in an era when supervision purports to be an important part of instructional improvement. Such practices point to the ongoing need to determine effective supervisory procedures that work to improve instruction without alienating the instructor. Apparently, the practices of supervision do not meet the expectations of teachers if they still perceive that the supervisor is in the role of inspector rather than helper.

The literature indicates that there are two distinct aspects of the role expectations for supervisors. These aspects have been identified as descriptive and prescriptive. The descriptive role deals with a dimension of reality, that is, what "is". This refers to the actual behavior of the individual in the performance of responsibilities. The prescriptive deals with the dimension

of the ideal, or, "ought". The behaviors of this dimension include behaviors and traits to which one aspires (Blankenship and Irvine, p.337). In other words, for supervisors, as for many other leaders, there are perceptions of supervisors and of others as to what the role presently is and what the role ought to be.

What has plagued educators for decades is the notion of how the role of the supervisor should be characterized to be most effective. Based on the literature, we know, historically, how supervision has been characterized throughout various periods in American education. Through retrospection, we can see that supervision has been a function of the organization primarily designed to achieve organizational goals. Working within a school structure that is typically bureaucratic in nature, decisions about what supervisors should be doing have been top-down decisions and have rested on the assumption that those in leadership positions know what is best for teachers in the classrooms. In the early days of public education in the United States, it could be argued that the leaders, who were generally better educated than the teachers, may, in fact, have had a better idea about what teachers should know and what they should do in the classroom to be most effective.

This attitude within the development of public education seems to have significance when viewed in light of Hersey and Blanchard's Theory of Situational Leadership.

Loosely paraphrased, the idea of Situational Leadership indicates that the leader must be aware of the maturity level of the individuals or groups being led. In order to be most effective, the leader (supervisor in this case) needs to adjust the techniques and attitudes brought to bear on the situation based on the current level of maturity of the individual or group members. Furthermore, as the maturity level of the followers increases, the leader adjusts the emphasis from task accomplishment to more emphasis on relationship behavior. This shift of emphasis places more responsibility for leadership on the teachers as they become more mature in the task.

This maturity level may also be thought of as the degree of professionalism exhibited by teachers. As stated previously, in the early days, one of the primary tasks of the supervisor was to complete the education of the teacher in the techniques and methodology of teaching. Today, we see teachers in the classrooms who are highly educated and who exhibit a degree of professionalism never before seen in public education. Frequently, situations can be found in which the teachers being supervised are better educated than those attempting to provide supervisory services. If we apply the Situational Leadership Theory, then we must begin to look differently at teachers today based on their degree of professional maturity and determine what type of supervision will be most effective to meet their needs. It

just may be possible that the long-standing tradition of top-down decision-making as to what is best for these workers may no longer be appropriate to meet the needs.

Recent developments in education have caused a new look at what educators do, and as a result, what supervisors should do. As Glickman (1989) describes it

The...recent reform movement is entitled *empowerment*, and the banner that flies over it reads *restructuring schools*. (p. 6)

He goes on to indicate that this movement recognizes the teachers and administrators at the local school as solutions to school problems rather than sources of the problems. He further states that

If the function of supervision is to empower rather than to enforce compliance of teachers, we must be fully aware of the revolutionary changes necessary in the ways we think about ourselves, teachers, and schools. We also need to consider the transition steps in moving from external control and uniformity of practice to internal control and divergence of practice. (p. 6)

We need to know how supervision can best be characterized in the new decade of the Nineties. Since societies change over time, and the emphases of education change over time, it could be argued that supervision of instruction should change to meet the challenges of education for contemporary society.

We now need to know what changes, if any, in supervision will best meet the needs of teachers in the classroom as efforts are made to influence instruction. As Cawelti (1990) stated in the ASCD:Update, "The movement to

change teachers' roles to increase their professional autonomy...has compelled a rethinking of what supervisors do" (p.2). It seems reasonable then that an important activity leading to the rethinking of what supervisors do is assessment of the perceptions of these professionals regarding the present practice of supervision as well as their perceptions regarding the ideal practice of supervision. Data from such perceptions can be the basis for the evaluation of the effectiveness of practices and the need for changes.

A review of the literature and research revealed little information to indicate that researchers have given much attention to the opinions of teachers about what supervisory support they feel would best meet their needs. If we are, in fact, moving toward greater autonomy for the school unit or empowerment for the teacher, it seems reasonable that the teachers, principals, and supervisors need to be asked to give their insights into the present and desired practice of supervision. Although there may always be a need for directive, authoritarian supervision in some cases, very likely, the older, traditional models of supervision that rely on top-down decision-making will no longer be effective for all teachers in every situation.

Previous research (Evans, 1975; Beach, 1976; Perrine, 1978) has shown that the perceptions of supervisors have been different from perceptions of teachers as to the

practice of supervision. Furthermore, while the perceptions of principals have been shown to be similar to the perceptions of supervisors, they have differed from the perceptions of teachers regarding the practice of supervision. It is speculated by the researcher that the differences in perceptions of teachers, principals, and supervisors are frequently discrepancies between the "is" and the "ought" rather than merely differences of opinion as to the performance of the roles by the supervisor. As Evans (1975) reported, "There was significant disagreement in the task expectations for the elementary supervisor role expressed by...elementary teachers and supervisors" (4902-A). He goes on to explain that supervisors gave greater importance to tasks such as organizing for instruction and evaluating instruction. Teachers, on the other hand, gave greater importance to curriculum development and providing materials tasks.

Differences in perceptions such as these could be possible sources of conflict because of the differences in goals among the groups. There is a need to identify these differences in perceptions so that educators can work to ameliorate the differences and therefore focus their energies on improvement of instruction with the resultant benefit of improved learning for students.

There is a need to monitor the differences in perceptions among the various groups of educators in an

ongoing effort to lessen the gap and improve the relationship between the supervisor and the supervisee. If, as has been shown in the literature, the purpose of supervision is the improvement of instruction, then it seems reasonable that supervisors and teachers need to have some common ground of understanding on which to build a positive working relationship. In order to develop this common ground, it is necessary to determine what the perceptions of teachers, principals, and supervisors are regarding what supervision is at present. Furthermore, these professionals have insights and opinions regarding what they perceive instructional supervision should be. If these perceptions of what supervision "ought" to be are divergent, as the perceptions of the "is" have been found to be, then there is a need to close the gap and bring supervisors and teachers closer together in agreement regarding the goals of education.

In spite of the fact that much has been written describing what supervisors do, periodic assessment is necessary to determine if what they do is, in fact, what they should do. Recent work by a special task force of the Association for Supervision and Curriculum Development (ASCD) has begun the task of defining standards of practice for school supervision. One goal of this task force is the creation of measures to assess supervisory proficiency and the development of a training program based on the

competencies. These concepts are presented in their report entitled "Identification of Supervisory Proficiencies Project" (Pajak, 1989). These efforts are designed to not only describe what supervision is at the present time, but also to define what effective supervision should be and how it can be taught to others.

What is lacking in the literature are studies dealing more directly with what the role of the supervisor or the nature of supervision "ought" to be. Data from such studies would allow comparisons to be made of the perceptions of those most directly affected by supervision as to what they feel the practice of supervision "is" and what they feel supervision "ought" to be. The discrepancies, if any, between these two aspects of role expectations for supervisors are possible sources of dissatisfaction with services received and therefore color the perceptions of the value of and need for supervisory support services. These perceptions of the value of supervision seem to have important implications for the effectiveness of supervisory practices.

Statement of the Problem

A considerable body of literature has explored the perceptions of teachers, principals, and supervisors as to the actual practice of supervision (Boucree, 1981; Capper, 1981; Brande, 1980; Douglass, 1980; Sullivan, 1980; Davis, 1979; Roberson, 1979; Provence, 1978; Brown, 1975; and Evans, 1975). Few studies, however, have been done to determine what teachers, principals, and supervisors feel should be the focus of supervision, in other words, what supervision "ought" to be. In light of the recent reform movements designed to give greater autonomy to the teacher and if, as Cawelti (1990) pointed out, the movement to increase the professional autonomy of teachers compels a rethinking of what supervisors do (p.2), then it seems reasonable that the opinions and perceptions of the professional teacher, principal and supervisor are of significance to any study of instructional supervision for the purpose of instructional improvement.

Therefore, a study needed to be done that would not only assess the current practice of supervision, but also attempt to describe the profile of what supervision should look like in the opinion of the professionals in the schools.

Statement of the Purpose

The purpose of this research was to investigate the perceptions of teachers, principals, and supervisors in public schools about the present practice and the ideal practice of instructional supervision in Tennessee, and the degree of congruence between the two aspects.

A study focused on teachers, principals, and supervisors in Tennessee had merit for a number of reasons.

First, in the mid-1970's researchers examined perceptions of these groups regarding the practice of supervision (Lovell and Phelps, 1976; Beach, 1976; and Hendrix, 1976). These studies of "what is" allow comparisons in findings over a period of time.

Second, in the years since the studies mentioned, Tennessee has undergone major educational reform (Comprehensive Educational Reform Act - CERA, 1984) which includes clearly defined instructional expectations for teachers. These expectations include a model for instruction in the classroom that is entitled the Tennessee Instructional Model (TIM). This model attempts to identify and promote the use of teacher behaviors that the designers feel will ensure appropriate instructional interaction in the classroom. The standardized procedures used within the model have serious implications for the way supervisors approach the task of instructional improvement and the

evaluation of teachers for employment and advancement purposes. Phelps (1987) surveyed central office instructional supervisors in an effort to determine their opinion of the impact of CERA on the practice of supervision in Tennessee. However, school principals and classroom teachers were not included in her study as they were in the studies conducted in the mid-seventies. By looking at the current perceptions of "what is", comparisons can be made with prior perceptions and a measurement of the effect of changes, such as CERA, made.

Finally, a study in Tennessee was desirable because the population was readily accessible. A list of names of teachers, principals, and supervisors was available from which random samples were drawn and to which follow-up on the research was addressed.

Research Questions

The research was guided by the following questions:

1. What are the perceptions of teachers, principals, and supervisors of current supervisory practice?
2. How do these perceptions of current practice compare with those of similar groups studied in 1976?

3. How do the teachers', principals', and supervisors' perceptions compare for current practice and what practice should be?

Importance of the Study

Studies specific to the examination of the practice of supervision have been conducted for several decades in American education. One aspect of this research study was the assessment of current practice in supervision. It seemed to the researcher that a periodic examination was warranted as a "pulse check" for the purpose of determining "what we're doing" in the field. This study provides longitudinal data and serves to update information on the practice of supervision. The data generated allow the examination of changes in practice over time. Such evidence can only be provided when studies are conducted periodically.

A second aspect of this research was an attempt to describe the profile of what supervision should be in the opinion of teachers, principals, and supervisors currently working in the field. This information is important in the identification of differences in perceptions between groups that may contribute to possible sources of conflict in goals. When the discrepancies are known, then steps can be

taken to lessen the discrepancies and a more unified effort to improve instruction implemented.

Furthermore, this study has practical application as educators continue to seek information with which to develop methodology that will foster instructional improvement.

While the study was limited to the teachers, principals, and supervisors in the state of Tennessee, the results may have implications for other states. It was felt that if the discrepancies between the perceptions of teachers and supervisors regarding the practice of supervision as it is and as it should be can be shown, then educators anywhere could profit from such information as they seek to identify and implement practices that work to improve instruction.

Beyond implications for other educational organizations, this study provides information to supervisors in the state regarding the current status of supervision or "how we're doing". Furthermore, the study has significance for school systems in Tennessee in the way instructional supervisory personnel are utilized to provide the best possible services for the teachers in the classrooms. Perceptions that are revealed to be significantly divergent between teachers and supervisors will allow school systems to evaluate practices currently at work in their systems and identify practices deemed most desirable for implementation.

Also, this study has significance for professional organizations such as TASC, who are concerned with promoting effective supervisory services, by providing follow-up information to studies previously sponsored by the organization regarding the effectiveness of practices.

Additionally, the study provides information about present supervisory practices and ideals of practice to colleges of education who are involved in the training of potential supervisors. Such information could have implications for the revision or implementation of curriculum designed to train supervisory personnel. As Stover (1990) points out, critics have attacked university preparation programs with "the irrelevance of the coursework" being one of the major complaints (p. 19). He goes on to quote Scott Thomson, recent past executive director of the National Association of Secondary School Principals (N.A.S.S.P.), who stated "A critical question is what direction should preparatory programs go. And that's where there's no consensus" (p. 19).

Delimitations of the Study

Delimitations of the study include:

- a. This study includes only teachers who have responsibility for regular classroom instruction.
- b. This study includes only instructional supervisors

who have responsibility for direct services to classroom teachers.

c. To delimit the range of potential responses, respondents were asked to react only to those questions appearing on the questionnaire.

d. This study did not include state career ladder evaluators because it was determined that they did not fit the description of instructional supervisor.

Definition of Terms

Classroom Conference. A supervisory activity characterized by an arranged meeting with a staff member for purposes of discussing and/or planning a course of action.

Classroom observation. Those operations by which individuals make a careful survey of the events and activities occurring during classroom instruction in order to systematically analyze the various factors affecting the teaching-learning situation.

Instructional Supervision. Supervision is set of activities designed to improve the teaching-learning process (Hoy and Forsyth, 1986).

Instructional Supervisory Support Services. The

comprehensive set of services provided and processes used to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained (Glatthorn, 1990, p. 84).

Supervisor. A professional staff member who devotes himself/herself primarily to the activities of the supervision of instructional programs. Many titles refer to those who are supervisors. They include: director, consultant, coordinator, specialist, supervisor, and assistant superintendent (Harris, p. 545).

Teacher. A person employed in an official capacity to guide and direct the learning experiences of pupils in an educational institution (Good, 1959, p. 410).

Procedures

Information and data were gathered through the use of closed, survey questionnaires. Survey research methodology was used to address the research questions from the randomly-selected sample of teachers, principals, and supervisors selected from the total population of these educators across the state of Tennessee. The questionnaire consisted of demographic questions, questions regarding who provided supervisory services, questions regarding

observations and conferences, and questions regarding the amount and frequency of supervisory support services. Respondents were asked to mark boxes corresponding to a Likert-type scale. Each question had two separate scales designed to measure the present practice of supervision and the respondent's perception of the ideal practice.

The survey yielded nominal data. The SAS computer program was used for all statistical analyses.

Organization of the Study

There are five chapters in this study. The first chapter presents the introduction, statement of the problem, the purpose, assumptions, importance of the study, limitations and delimitations, and definition of terms. The second chapter is a review of related literature. The third chapter provides the description of the methodology and procedures used in the study. The fourth chapter is the presentation and analysis of the collected data. The fifth chapter contains the summary, findings, conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

This literature review deals with supervision in American public schools. The first section focuses on the historical as well as current developments in supervision as it has been practiced in various periods throughout the history of American education.

In the next section, attention is given to writings in the literature about the roles of supervision and, because of the importance of interactive contact between the supervisor and supervisee, some attention is given to observation and conferencing as a particular role of the supervisory process. Following that, perceptions about supervision as it is practiced and as it should be practiced are examined.

Historical Perspectives on Supervision

American education has always included some form of supervision as a part of the structure. The literature contains numerous descriptions of the practices of

supervision and the developmental progression of supervisory emphases. These descriptions provide a view of supervision as it was perceived to be in various periods of its history.

Seventeenth and Eighteenth Centuries

Some of the earliest records include writing concerning the proper supervision of the teaching and learning process.

The Governor and Company of Massachusetts Bay showed concern for the affairs of the community by indicating that those people chosen as town officers should give, among other things, some of their time to the parents and the schoolmasters as well as their children. This expectation, insofar as supervisory purposes were concerned, was to give attention to the calling and employment of the children of the community, especially with respect to their ability to read, to develop religiosity, and to obey the laws of the country. (Eye, 1975, p.14)

Elsbree (1939), in his book The American Teacher, indicates that "Teachers in American Schools financed partially or wholly at public expense have never been completely free from supervision and control" (p.71). Teachers in the early colonies were chosen by the public through town meetings or some form of town committee, and were subject to supervision by the committee or even the minister of the town. These committees determined the curriculum rather than leaving such decisions to the teacher, and much effort was made to see that the teacher lived up to the expectations of the town.

Withall and Wood (1979) describe this practice as

follows:

Educators in North America have been supervised since the 17th century and the beginnings of the common public school. In those early days, influential community leaders made quick visits to see how teachers were serving their learners and what merits or demerits should be awarded the schoolmaster. There were heavy overtones then - overtones which persist today - of having an "inspector" pass judgement for good or ill. (p. 55)

The town selectmen were instructed to visit the schools and make reports to the town. The purpose of supervision was to determine whether the children were being given instruction as required by law (Tanner and Tanner, p.5). For example, the writings of one selectman in 1668, in Billerican, Massachusetts, show his proposal to the school committee that they "appoint the next day to go the rounds to examine the teaching of children and youth according to law" (Tanner and Tanner, p.6).

This concept of lay supervision was revealed to be common practice a number of years later when, in 1709, the Commission of Boston called for a citizens' committee to scrutinize teaching methods and the proficiency of the children. The expectation was for frequent and direct "inspections". Interestingly, the schoolmaster was to be advised in advance as to when the committee would be visiting, and when there, the members of the committee were compelled "to consult and advise regarding the progress of teaching and learning in the school" (Eye, p.14).

The primary purpose of school visitation was to

determine if, in fact, the children were being given the education required by law. In order to make such a determination, some form of examination was needed to assess pupil progress since such assessment was the principal means of assessing teacher performance. Lacking standardized achievement tests, the committee frequently attended the last day of school at which an examination was administered. The schoolmaster would exhibit written and oral work done by the pupils and the visiting committee would ask their own questions of the learners.

While pupil progress was a central focus of the committee visitation, attention was also given to the improvement of teaching. In 1714, in Connecticut, school visitors were "required to give such directions as they find needful to render schools most serviceable to the increase of that knowledge, civility, and religion which is designed in the erecting of them..." (Small, 1914, p.334). Further evidence is provided by Eye who states that the lay committee was "to give stimulation to the teacher to want to improve teaching practice, so that the learning of the students might be greatly improved" (p.14).

The nature of supervision in these early days is clearly illustrated by the following incident cited by Brown (1911):

Upon one occasion the "visitor observing the scholars shooting at marks with guns had them called together and admonished and ordered them not to bring guns to school again and also in

their presence order the master to have strict attention to them in their playtime, and to punish any who shall be caught contrary to this order. At the same time "observing most of the scholars pronounce badly" they "order the master to be particularly attentive to make them express their words and syllables as distinct and clear as possible" and they "advise and admonish the scholars to use their utmost endeavors to break themselves of the bad habit which they have heretofore contracted in uttering their words in a thick and confused manner." (p.15)

The character of supervision changed little in the years after the Revolutionary War. School boards and lay committees continued to supervise teachers and pupils in the same manner as before the war. As shown earlier, the tradition of lay supervision was well established. As Tanner and Tanner stated, "A new and distinctively American system of educational thought and practice was in the making, but the quality of supervision would not improve appreciably between 1776 and 1865" (p.10).

Nineteenth and Twentieth Centuries

What began to occur in the early nineteenth century that was of significance was the change from supervision by lay committees to the concept of the individual, professional supervisor. This change occurred primarily in large cities where the need for someone to coordinate or replace the work of lay committees led to the establishment of the position of superintendent. As Tanner and Tanner describe it,

In the days when education was extremely limited,

lay committees were able to administer the schools directly. But new improvements meant new duties that made boards of education increasingly helpless. For example, new subjects were being added to the curriculum, which were more difficult than spelling and arithmetic for untrained committeemen to supervise. And teachers were using new and different methods. There was no one to aid or advise any teacher who was pursuing, or who wished to pursue, a new instructional method. There was no one to recruit well-trained teachers in the first place. The most critical problems contributing to the establishment of the superintendency centered on the teacher and teaching. (p. 22)

They go on to say that most superintendents spent the majority of their time visiting in schools. Given that these early superintendents were probably responsible for the supervision of as many as 900 teachers, the probability that they were highly effective is low. But, as Elsbree (1939) points out, there were some positive influences that directly resulted from these early supervisory efforts. He explains the situation by saying:

With supervisors so poorly equipped by preparation for the task as were the superintendents, it seems highly improbable that the technique of teaching was vastly improved during this period. On the other hand, intelligent superintendents learned a great deal from their observations, which contributed to the ultimate improvement of instruction. Outstanding achievements of teachers were brought to the attention of those who were less successful and the whole problem of method became a subject of study and discussion. (p. 71)

Lovell and Wiles (1983) indicate that as school systems became larger with more and more teachers scattered widely across the district, superintendents were unable to meet the expectations of supervision of the instructional program.

As a result, additional staff members were added who became the general supervisors. Further, with the addition of certain new subjects to the curriculum that required special expertise that many teachers did not have, "special teachers" were hired to teach these subjects. On occasion, these special teachers became traveling teachers in order to teach the special subjects in different schools on different days. This role seems to have evolved into one of advising and working with the regular teachers, and eventually into that of a special supervisor (p.29).

Tanner and Tanner reiterate this view of the development of the professional supervisor by indicating that there was an increased emphasis on supervision which was the result of an increased complexity in the whole process of education. When education was very limited, the lay committees were able to administer the schools directly. But new improvements brought corresponding duties that made the committees more and more ineffective. New subjects entered the curriculum, teachers were using new and different methods and there was no one to advise or help a teacher who desired to attempt a new methodology. For these reasons, the superintendency was established to provide assistance to the teacher and the process of teaching. The superintendent, however, was soon to find that the task of instructional improvement demanded more attention than he could provide alone. As a result, additional staff members

were required to assist the superintendent. These additional staff members eventually became general, and then special subject supervisors.

As the supervision of teachers and schools changed from that of lay committees to the professional supervisor, the focus of supervision changed as well. In the early days, the emphasis of supervision was on regulation and enforcement of regulations. In the intervening years, emphases of supervision changed and frequently the focus of supervision was based on current thought in management theory.

Scientific management was developed as the method by which factories could be operated efficiently and effectively without a lot of waste. This theory of management found its way into the field of education.

Franklin Bobbitt (1913), who was a professor of educational administration at the University of Chicago, typified the attitudes of experts during this period. He stated "Scientific Management finds the methods of procedure which are most efficient for actual conditions, and secures their use on the part of the workers (p. 51)." Bobbitt was linking the operation of schools with scientific management. He was concerned with eliminating waste, making workers more efficient, and using facilities on a continuous basis. Accordingly, the "workers" he referred to were the teachers and the "managers" of this factory-type school were the

supervisors who were to measure the methods of teaching in terms of productivity (student outcomes). The manager would then evaluate the teaching methods, select the best ones, and see that the workers used them (Tanner and Tanner, p.50). The top-down nature of this arrangement is clearly based on the idea that the organization knew what the worker (teacher) needed better than the teachers themselves. As Bobbitt said it, "The burden of finding the best methods is too large and too complicated to be laid on the shoulders of the teachers (p. 52)."

As Lovell and Wiles (1983) point out,

In the 1910's and 1920's, the writing in the field of supervision recommended directing and telling people what to do and then checking to see whether people had done as they were directed. It is easy to see one reason for this emphasis. Teachers were not trained then as they are now. Some started teaching as soon as they had left high school, with very little preservice education. (p. 2)

However, it was soon realized that what worked very well in some manufacturing situations did not have the same relevance for the complex process of education.

As early as 1857, the analogy between business and industry and the educational process was recognized as suspect. The uniformity of responsibilities and job activities in the manufacturing industry made efficient supervision easy. However, supervision of teachers was recognized as something far more complex.

A teacher, on the other hand, who deserves the name, is to some extent an original; that is to

say, he views and explains subjects in a way peculiar to himself and the natural working of his own mind....To require him to surrender his individuality, and to do his work after some favorite method of ours, is easy, and as preposterous as easy. To see that he does his work well, whatever be the mode, or if he does it ill, to show him where the defect is, and how to remedy it, and yet allow him the freedom so essential-requires more soundness of judgment, and delicacy of discrimination than are always at command. (Tanner and Tanner, p.22)

During this same era, an important position of great impact on the supervision of schools came into being - the school principal. As originally conceived, the principal was to be the lead teacher in the school. "As schools became larger and it was necessary to have multiple teachers, one teacher would often be singled out as the 'principal' teacher and would be assigned certain managerial functions" (Lovell and Wiles, p.29). This meant that his responsibilities included not only teaching children directly but also aiding other teachers in pedagogy. Gradually, administrative duties were added to his responsibilities until finally the principalship was, for the most part, separated from teaching of classes. The expectation continued to be that the principal was an expert on curriculum and teaching methodology and was responsible for the improvement of instruction. This was especially significant in the early days of the principalship when it was impossible to find trained teachers. In this regard, the role of the principal was teacher training. Elsbree and Reutter (1954) described the situation as "the principal was

looked upon as a kind of foreman who through close supervision helped to compensate for ignorance and lack of skill of his subordinates" (p.231). And they point out that until the 1920's, it was the responsibility of the principal "to take over classes on occasion, and to demonstrate to the teacher exactly how the job should be done" (p.231).

This method of supervision seems to have had its origins in scientific management theory even though there was somewhat less emphasis on the division of management and labor. This theory of management sharply contrasted with the work of other educational experts who promoted a more democratic emphasis in ideals and practices in schools.

About the same time Bobbitt was promoting scientific management, Dewey was developing a theoretical basis for the democratic way of thinking. In his Democracy and Education (1916), he began what would eventually become a vast body of research and literature that focused on democratic-participative principles for schools. He felt that the democratic way of working eliminated the gap between what he described as "the social factor" and individuality. He pointed out that the schools suffered from the absence of a social motive for learning while offering little opportunity for individual variation (Tanner and Tanner, p. 153).

According to some educators of this period, democratic practices in schools meant that the teachers, supervisors, and even students, worked together to determine appropriate

curriculum and methodology. The older notion of "management vs worker" was supposed to be eliminated in favor of a more collegial governance, which meant that the supervisor would no longer operate as a foreman who made certain that the workers were performing in the prescribed manner.

Supervision would become a collegial activity that functioned to provide expertise and material with which the teacher and student could design and perform projects that would educate the student.

This approach described a role that provided for teacher identification of their needs and the needs of their students. Such an approach was a definite departure from the more traditional top-down process of the organization determining the needs of the employees.

But the ideals of democratic participation, as perceived by many experts, failed to be fully realized. As Caswell (1942) stated,

There can be little doubt that many plans of school government violate elementary principles of democratic procedure. Not infrequently teachers are dominated by principals, and children by teachers. Many plans of grouping and regulating progress violate the principle of equalization of educational opportunity, a fundamental American concept.

The effort should be to develop types of organization which recognize the principles of democratic action and which foster democratic values. Participation of all members of the school staff should be recognized as essential in the formulation of educational policies, and the individual school should be made the operational unit in program development. (pp. 65, 308)

Again, Lovell and Wiles provide a summary description

of democratic supervision when they stated,

A survey of the literature reveals, however, that this term (democratic supervision) meant different things to different people. To some it meant a type of manipulation in which teachers were to be treated kindly and maneuvered into doing what the supervisor wanted to do all along. To others it meant a hands-off approach where teachers could do as they please. But to others it meant involving teachers in cooperative instructional improvement. (p. 2)

The ideals of democratic supervision continued to find support in public education until the mid 1950's when, as a result of Sputnik, the government became interested in improving the quality of education. Of particular interest were the areas of the sciences, mathematics, and foreign languages. As a result of governmental alarm, a more directive form of supervision was re-emphasized in an effort to promote national programs. Curriculum projects were developed at the national level and subject area supervisors at the local level were given the function of improving performance of students in the fields mentioned. "Many (supervisors) conceived their task to be convincing teachers to adopt a national program and to develop the information and skills necessary to implement the program (Lovell and Wiles, p. 2)."

The emphasis of supervision in the latter part of the twentieth century saw the pendulum of theory swing once again to less directive, more collegial, ideals. Human resource supervision is an approach to supervision that promotes a proactive relationship between supervisor and

supervisee. It is based on the concept that, together, the supervisor and teacher seek improvement, development and increased effectiveness based on a shared perception of individual strengths, talents, and interests. This approach is presented in the work of Sergiovanni and Starratt (1983) who stated,

Human resource supervision assumes a dynamic environment. Unlike supervisory practices, which focus on control and fitting people into prepackaged job specifications, human resources supervision is aimed at the human and professional growth of the people in the school. (p. 354)

They go on to explain that, ultimately, the improvement and growth of individuals will contribute to and in some ways be directed by the overall program goals. For this reason, the supervisor needs to keep larger program goals in mind when working with individuals, groups and departments to develop staff development programs.

The twentieth century also saw those involved in supervision develop a greater concern for curriculum development as well as teacher management/development. As the focus on curriculum changed in various periods, it meant that the supervisor had to have some grasp of curriculum development and implementation as well as teaching methodology.

The "project method" developed by Dewey, the further development of a project-oriented method by Kilpatrick, the core curriculum development, and various methods for individualized instruction all affected the manner in which

the supervisor worked to improve instruction. In each case, the supervisor had to learn the curricular process promoted and then take responsibility for working with in-service teachers to educate them in the currently popular curriculum.

During this period, new approaches to teacher in-service, such as the workshop, were developed to meet the demands for training teachers in new methodology and pedagogy.

The project method conceived by Dewey involved the student in activities that required thinking as well as doing. The teacher's responsibility was to "look ahead and see whether one stage of achievement will suggest something else to be looked into and done (Dewey, 1910, p. 219)." This method implied that the teacher (and the supervisor) functioned as a resource and guide as the student "thought" his/her way through a project. The supervisor further was expected to make sure the teacher had an appropriate grasp of the methodology and was providing proper guidance to the learners.

However, the most popularized method of project learning was promoted by Kilpatrick who was a student of Dewey. Surprisingly, his project method was centered around "the purposeful act" rather than the thinking process as espoused by Dewey (Tanner and Tanner, p. 39). As a result, anything the student chose to pursue as a project was

considered legitimate regardless of the amount of thought involved. This was clearly a departure from Dewey's philosophy and bore only some resemblance to his project method.

Even though Kilpatrick's project method "often involved mere doing without concerted thought and could not be expected to develop thinking power (Tanner and Tanner, p. 39)," supervisors of the period were very enthusiastic about the method. Unfortunately, this enthusiasm resulted from an apparent misconception that the method was promoted as exemplifying Dewey's theory when, in fact, it fell far short of Dewey's ideals. Supervisors functioned to influence implementation of the method because of

the need to "prevent endless duplication (of projects) without throttling child initiative" and the need to help teachers "understand that projects in enjoyment, appreciation, problem solving, and development of skill, if they be purposeful, are as much projects as making a dress or building a sailboat. (Tanner and Tanner, p. 40)

In other words, the supervisor was expected to monitor the teachers' implementation of the method that had been decided upon by the organization. This type of supervision was reminiscent of scientific management and it is ironic to find it promoted within a "democratic" curriculum method.

The core curriculum movement, which was an innovation at the secondary school level, was based on a school-wide theme or social issue which served as the basis for areas of investigation and problem-solving by students. Frequently,

the educational program was planned by the students and teachers cooperatively. Significantly, evaluations conducted during the Progressive Education Association's Eight-Year Study (Chamberlain et al, p. 209), indicated that the schools that took the most advantage of assistance from the district's supervisors made the most significant curriculum changes (Tanner and Tanner, p. 41).

Individualized instruction came into being as educators realized that children varied in their rates of progress and in the time they required of the teacher. Self-paced instruction has been called by a variety of names: The Burk Plan, The Winnetka Plan, and mastery learning to name a few. What is noteworthy is that, no matter what the name, individualized instruction requires adaptation on the part of the teachers as they develop curriculum to match individual differences. This, in turn, requires different support from the supervisor who may suggest group activities where every youngster works at his or her level, or differing techniques for self-paced instruction such as learning packets and learning centers. As Tanner and Tanner state, "The point is that concern for the problems related to teaching children who are vastly (and gratifyingly) different individuals, rather than the imposition of mechanical devices, must characterize supervision (p. 46)."

As has been shown, the practices of supervision in the mid to late twentieth century have, at various times, been

characterized by terms such as "democratic," "human resource development," and "individualization." These terms have been applied "in an effort to show that present-day supervision is a far cry from the autocracy supposedly exhibited by the early twentieth-century administrator and supervisor" (Neagley and Evans, 1980).

More recently, educators have encouraged those involved in supervision to move toward a developmental emphasis. In developmental supervision,

the learning environment of the school and the learning process are regarded as emergent - in recognition that the enviroing conditions in life are emergent rather than static or established. In the same vein, the curriculum is regarded as emergent, requiring continuous development. Teachers are engaged continuously in curriculum development, working cooperatively with curricularists, supervisors, administrators, and students. (Tanner and Tanner, p. 187).

This emphasis is seen in the work of Glickman (1985) who used the term developmental supervision to denote different styles of supervisory leadership for the improvement of instruction. He suggested that supervisors use different leadership styles with different teachers and in view of different circumstances.

This approach can be compared to contingency leadership based on Hersey and Blanchard's Situational Theory (Hoy and Miskel, 1987, p. 302) in which the supervisor adjusts the leadership style to meet the needs of the individual or group. Glickman would employ any of three leadership styles with teachers: directive, collaborative, and nondirective.

The use of each leadership style would be based on the teacher's degree of commitment and abstract-thinking ability. Or, as Hersey and Blanchard would describe it, on the degree of maturity of the teacher in the given situation.

Glickman (1985) indicates that his

...supervisory platform is based on the premise that human development is the aim of education. Therefore, supervision should be eclectic in practice, directed toward the goal of nondirective, existentialist supervision. My goal as a supervisor is eventually to return control to the teaching faculty to decide on collective, instructional improvements....The supervisor may never allow total autonomy, but moving in that direction is worth the effort. My platform is, therefore, one of collaborative experimentalism striving toward nondirective existentialism. (p. 85)

This attitude is reflected by Hoy and Forsyth (1986) who state:

In stark contrast to the industrial notion of overseeing, directing, and controlling workers, we see supervision as a collaborative effort. Supervision of instruction is the set of activities designed to improve the teaching-learning process. The purpose of supervision is neither to make judgments about the competence of teachers nor to control them but rather to work cooperatively with them. (p. 3)

Summary

The literature indicates that the concept of supervision has changed as it has evolved through time. As can be seen from this brief history, from the early days of supervision by school committees, the practice has evolved into supervision that is conducted primarily by professional

educators. Supervision has been variously characterized as teaching of teachers, supervision as scientific management, supervision as a clinical practice, and supervision as a collaborative effort and has used a variety of approaches such as the scientific approach, the democratic approach, the human resource approach, and the developmental approach.

What is of particular significance is the realization that throughout the history of supervision, decision-making about what is best for teachers and what supervisors should be doing has been a top-down process. In a typically bureaucratic fashion, the needs of the worker (teacher) have been determined by those in managerial positions.

Even in recent years, efforts to influence supervision toward something that is more collaborative or developmental in nature have focused on getting the supervisors themselves to change or getting their superiors, who are deemed to have the power, to make the necessary changes. While it may be granted that those in charge do, in fact, have the power to make changes, it does not necessarily hold true that the changes made are appropriate for the needs of teachers, nor that the changes will be lasting.

This top-down thread is still being seen in today's literature as Glickman (1989) stated, "...the legislated learning and academic excellence reform was primarily a top-down (philosophically essentialist) movement that viewed teachers and administrators as the problem of poor schools

(p. 6).

Further evidence of the current top-down prescription of supervisory duties is provided by Pajak (1989) who wrote:

...an alarming fact is that legislatures and courts in some states have taken the initiative in defining these duties and functions with little consultation from educators. (p.1)

Clearly, the latest waves of top-down, school reform and state involvement in determining educational duties and functions have precedence in the history of American Education.

Roles of Supervision

In examining the literature on the roles of supervision, one theme emerges over and over: much confusion exists.

During the 1970's and the 1980's, the role of the supervisor has become increasingly confused. The supervisors with a specific mission to perform have seen themselves as directing the process of change, and their primary question has been one of strategy. Other supervisors, those who see themselves as helping professional people solve their instructional and curricular problems, have continued to work for improvement in the process of decision making, decision sharing, curricular change, and instructional improvement. (Lovell and Wiles, 1983, p. 2)

These authors go on to indicate that the confusion is further caused by a growing variety of positions in educational organizations that are labeled as supervisor. Often titles such as general supervisor, consultant, director, coordinator, assistant superintendent in charge of

instruction, and others are given to those persons who occupy positions of instructional supervision. However, the roles and responsibilities associated with various positions vary in different organizations.

Krajewski (1977) indicated that the term supervisor "is difficult, if not impossible to define (p. 5)." He goes on to point out that the fact that several individuals within the organization often act as instructional supervisors contributes to the lack of clarity and the presence of confusion in the literature.

Additional confusion is added by the differences in expectation held for the supervisor.

The administration may expect the supervisor to direct, control, and monitor the behavior of teachers. Teachers, on the other hand, may expect help and warm encouragement, free of threat. An administrator may expect the supervisor to work in the central office making applications for governmental projects or doing other administrative chores. Teachers may expect readily available help, service, and support for their teaching performance. (Lovell and Wiles, p. 3)

Hoy and Forsyth (1986) describe the supervisory role with the following:

Supervisors are staff - master teachers. They are expected to provide advice and support to colleagues, not to discipline them. The staff position has little formal authority; authority is primarily informal and earned - arising from the supervisor's expertise and personal skills. Teachers must have confidence in those to whom they turn for help, and trust can more readily be built when status distinctions among supervisors and teachers are limited. (p. 9)

However, at the same time, the organization frequently

expects the supervisor to evaluate teachers for employment purposes which further deliniates the distinctions among supervisors and teachers.

Sergiovanni and Starratt (1975) state that confusion in role definition still plagues the field and uncertainty exists in determining who supervisors are, what the key components of their jobs are, how much authority they should have and whether supervision is a special role or a process component of several roles (p. 9).

This confusion is further complicated by statements such as the one made by Reynolds and Martin-Reynolds (1988) who argue "The primary focus of the supervisory activity, whether developmental or judgmental, is teacher evaluation and the improvement of instruction (p. 2)."

Glickman and Tamashiro (1980) point out that,

Unfortunately the experts in supervision are of little help in suggesting the most effective model of supervision. In a recent study of graduate institutions offering doctoral work in supervision, there were 36 different books being used. Furthermore, the results of a survey of professors of supervision concluded that "there still exists little agreement as to what instructional supervision is..." (pp. 74 - 75)

Experts have suggested the use of a variety of methods whereby the supervisory role may be defined and performed.

Anderson, McPhail and Reavis (1978) have suggested the use of clinical supervision in conjunction with a decentralization of supervisory staff. They indicate that the usual practice of housing supervisors at the central

office actually complicates the relationship between supervisors and building principals and teachers (p. 43).

They describe team clinical supervision which would require that supervisors work with teaching staffs in the schools they serve. This would be accomplished through the use of clusters of schools with similar geographic, demographic and other similar characteristics. Central office supervisors would then be assigned to each cluster to meet with principals, department heads and any others with notable supervisory responsibilities to develop strategies for accomplishing clinical supervision (p. 46).

In the late 1970's and early 1980's, Management by Objectives was promoted as a desired method of supervision. Newton (1980) stated,

Management by objectives is a process whereby superior and subordinate managers of an organization jointly identify common goals, define each subordinate's major areas of responsibility in terms of the results expected, and use these intended outcomes as guidelines for implementation and periodic evaluation of the subordinate and the unit within the organization. (p. 39)

He further indicated that his experience suggested:

a simplified management-by-objectives model can be analogously and usefully applied to the supervisory tasks of educational organizations, and that supervision in an individual school is comprised of three basic manager-subordinate relationships: principal-department chairperson; department chairperson-teacher; teacher-student. (p. 40)

Interestingly, at the same time, Glickman (1980) promoted a developmental approach to supervision that

attempted to recognize and make provisions for the individual needs of teachers. He pointed out that there was a need to consider the maturational levels of teachers and the career-specific stages of a teacher's development.

He suggested that, similar to the emphases in the literature on situational leadership, various approaches to supervision should be used based on the maturational level of the teacher and matched to the teachers stage of growth.

He stated:

It is apparent that a supervisor might better serve his or her staff by responding to individual needs instead of using a single, uniform approach...At times a staff will have common needs and can be approached as one group. In most cases, however, the professional supervisor should use varying approaches to treat teachers as individuals. (p. 180)

Other authors have offered suggestions ranging from the elimination of the preobservation conference (Hunter, 1986), to using research-based processes designed to help principals assist teachers in developing questioning skills (Roberts and Zody, 1989).

The literature on supervisory roles may best be characterized as the search for identity on the part of the supervisor. Some of what have frequently been called the roles of supervision might better be called tasks performed by supervisors. These tasks have been discussed by various writers in an attempt to delineate what supervision is all about.

Glickman (1990) divides his description of supervision

into two basic categories, tasks and technical skills.

Tasks of Supervision include:

1. direct assistance to teachers
2. staff development
3. curriculum development
4. group development
5. action research

and the technical skills of supervision identified as:

1. assessing
2. planning
3. observing
4. research
5. evaluation (pp. vi-viii).

Harris (1975) presents ten tasks of supervision:

1. developing curriculum
2. organizing for instruction
3. providing staff
4. providing facilities
5. providing materials
6. arranging for in-service education
7. orienting staff members
8. relating special pupil services
9. developing public relations
10. evaluating instruction (pp. 11-12).

Blankenship and Irvine (1985) suggest that these tasks defined by Harris present additional variables which contribute to a complex profile of the instructional supervisor - task diffuseness and task diversity (p. 337).

Pajak (1989), in a study conducted in cooperation with the Association for Supervision and Curriculum Development (ASCD), identified the following twelve dimensions as characteristic of supervisory practice:

1. community relations
2. staff development
3. planning and change
4. communication

5. curriculum
6. instructional program
7. service to teachers
8. observation and conferencing
9. problem solving and decision making
10. research and program evaluation
11. motivating and organizing
12. personal development (p. 5).

While there are some differences in the lists of tasks, there are also many similarities. Each of the lists presented includes some form of curriculum development, instructional program development, staff development, and evaluation.

It is interesting to note that a number of the tasks that supervisors have been identified as performing have little to do with direct involvement in instruction. For example, curriculum development, staff development, planning, research, public relations efforts, facilities planning, providing materials, and arranging in-service education can all be accomplished without any direct contact with teachers.

It can certainly be argued that many of these tasks provide the necessary supplies, equipment, facilities and environment for instruction, but the supervisor's time is consumed with tasks that do not involve direct contact with teachers. These tasks are, however, important to efficiency in a bureaucracy.

The divergence of these tasks leads naturally to a dilemma that many supervisors find themselves in as they attempt to define their role. The demands of the

organization are frequently different than the demands of the needs expressed by the teachers in the schools.

Davis (1979) conducted a literature study of five basic sources as well as ERIC documents covering a period of ten years (1968 - 1978). He attempted to identify commonly approved and accepted practices of the urban instructional supervisor.

Davis identified "recognized authorities" in the field as suggested by the Executive Director of the Association for Supervision and Curriculum Development. Those identified were requested to identify literature sources in instructional supervision considered to be most informative. Each source was examined to determine those practices mentioned. The criteria he used to identify an approved practice was its appearance in at least three of the five basic sources. Additional literature beyond the ten year limitation was included where it substantially supported existing data.

Davis wrote that the results of this study indicated agreement in a conception of the purpose of supervision as improvement of instruction resulting from behaviors that facilitate the learning process and enhance the teaching-learning climate through positive change in teacher behavior. He goes on to indicate, however, that the conclusions from his study show "that the confusion existing in the field is related to the many perceptions and

interpretations of purpose in relation to the identification of specific tasks and behaviors (p. 6499-A)."

Furthermore, he explained that the study indicated the confusion was compounded by the variety of institutions and groups who directly influence the supervisor: state departments of education, preparatory institutions, school systems, professional organizations, and instructional supervisors themselves. (p. 6499-A)

Douglass (1979), conducted a study of the role of instructional supervisors in Alabama. He studied the perceptions of supervisors and superintendents about the purposes of supervision and tried to establish and clarify the role of the instructional supervisor.

A 58 item questionnaire was sent to 83 superintendents and 269 instructional supervisors. In the section of the survey instrument entitled "Identification of Instructional Supervisory Roles," Douglass analyzed 52 supervisory activities. Chi-square tests were calculated between superintendents' and instructional supervisors' perceptions about instructional supervisors' actual role and between superintendents' and instructional supervisors' perceptions about instructional supervisors' ideal role.

Douglass found, among other things that,

1. Superintendents and supervisors agreed that the primary purpose(s) of supervision was instructional improvement.

2. Superintendents and instructional supervisors reported significantly different perceptions of the

frequency with which supervisors performed and should perform activities related to curriculum development, provision of assistance, and coordination of effort.

3. These same respondents differed significantly in their perceptions of the frequency with which instructional supervisors should perform supervisory activities focusing on human relations - communication, coordination of effort, provision of leadership, and provision of assistance. (p. 5414-A)

Based on these findings, he concluded that "Role diffusion was a significant problem for instructional supervisors...The possibility of misunderstanding in on-the-job situations increases because of varying role expectations... (p. 5414-A)."

This is supported by Blankenship and Irvin (1985) who indicate that:

Instructional supervisors have conflicting and competitive job responsibilities that often do not permit them to focus on the classroom activities of teachers. There is little congruence between research studies' descriptions of what is actually occurring in supervision...and the prescription for supervision espoused by scholars. (p. 338)

The search for role identity raises a basic question: Is the supervisor's primary responsibility to the goals of the organization, or to the students and teachers in the schools? The answer is not easy or obvious.

One particularly striking example of this dichotomous dilemma is the whole idea of the supervisor's involvement in evaluation. If, as has been stated earlier, the primary function of supervision is the improvement of instruction, then as Blumberg (1974) asks,

How can a supervisor be expected to develop

an open, supportive, and trusting interpersonal climate when he is also expected to evaluate the teacher? (p. 139)

He goes on to indicate that the duality of a supervisor's role is not peculiar to schools.

It is pretty much a fact of life in all organizations where the holders of various hierarchical positions are responsible, not only for the growth and development of others but also for the evaluation of their performance...What seems to happen, in most cases, is that supervisors talk about the problem among themselves and then shrug their shoulders; the game will be played. Teachers also talk about the problem and play their own, often elaborate game. It is another supervisory problem that typically gets dealt with by being avoided. (p. 139)

Blumberg further elaborates that the conflict the supervisor encounters as an evaluator and helper stem from the organization's demands on that role. The supervisor is dealing with the fact that teachers need his/her help but that need for help conflicts with the need to be seen as competent and evaluated favorably.

It is little wonder, then, that teachers frequently report that supervision is less than satisfying in its attempts to meet the teachers' needs. Once again, Blumberg points out,

So, we seem to be caught in a curious type of bind...It is this. Teachers tend to say they find their supervision of little value. Supervisors say their work has a lot of value. Supervisors seem to be saying that they want to spend more time doing what their clients (teachers) consider to be relatively useless. (p. 13)

Experts in the field of education have frequently added to the confusion in their attempts to clarify the role of

the supervisor. This confusion comes in the form of a variety of approaches to supervision that are promoted by the experts as the way the role of supervision should be performed. As a result of the many approaches promoted, no single approach is sanctioned and different approaches are being used. This forces the questioning supervisor to decide if the approach currently being used is most appropriate for the situation, or if a different approach would better serve the instructional program.

Glatthorn (1990) describes five current approaches in the field of supervision.

1. Organizational supervision - which is a term used to...emphasize the importance of the organization and...supervision as directly linked to organizational goals...best representative of this group is Thomas Sergiovanni. (p. 91)
2. Individual supervision - which emphasizes supervisory approaches that are centrally concerned with responding to individual differences...Glickman, McGreal, and Glatthorn are considered individualistic in their basic approach. (p. 93)
3. Skill-focused supervision - which is primarily concerned with the development of the teacher's skills...best exemplified in the work of Madeline Hunter. (p.95)
4. Cognitive-based supervision - which is a term used to describe two different approaches that are both concerned with teachers' thinking. Costa and Garmston advocate cognitive coaching. Garman is one of several in the field advocating reflective supervision. (p. 96)
5. Artistic supervision - which emphasizes supervision as connoisseurship and criticism. Elliot Eisner best exemplifies this approach but he cites sources such as Dewey and Langer. (p. 97)

Holder (1977), did a task analysis of persons identified as responsible for instructional supervision in selected school systems in Georgia. Using a 93 item survey instrument, she gathered data in three major areas: demographic data, duties and responsibilities of instructional leaders and/or curriculum leaders, and perceptions of what the instructional supervisors and/or curriculum leaders should be doing. Of the 675 questionnaires mailed to instructional supervisors and/or curriculum leaders, 256 (37.92) returned the survey.

Her findings indicate that

1. The emphasis on program planning, instruction, resources, and evaluation suggest that professional leaders continue to have major responsibility in this area of the field.
2. The expectation that instructional supervisors are not teachers of teachers, but are brokers for staff development activities which are done on a cooperative basis, leads to the conclusion that professional leaders must involve teachers on a more collegial basis in addressing staff development needs.
3. The increase in emphasis on tasks of administration and personnel which has occurred in Georgia, is not in keeping with national emphasis on these tasks within the literature during the past 10 years (1967-1977). It seems that administrators may be encouraging instructional leaders to perform duties outside their primary role. (p. 4546-A)

Holder's findings illustrate the bureaucratic "squeeze" in which many supervisors find themselves. The results of her research led her to write:

It is likely that professional leaders in Georgia

perceive their time as being limited due to increased non-supervisory duties and lack of additional personnel with whom responsibilities may be shared. (p. 4546-A)

The role confusion experienced by the supervisor is compounded by a possible difference in perceptions of what the supervisor does and what the supervisor should do as held by various professionals in the field.

Johns (1984), conducted a study to determine whether supervisors were performing according to what the literature established as the "ideal" supervisory model. This "ideal" model of supervision was established from the recurring themes in the literature and consisted of the following six supervisory tasks:

1. organizing for instruction
2. evaluating instruction
3. arranging for in-service education
4. disseminating information
5. providing materials
6. developing curriculum.

Seventy-two of ninety educational specialists in the elementary schools of the Baltimore City Public School System participated as the sample in the study.

Her findings revealed that the supervisors rated organizing for instruction as the most important task, but the data did not support a conclusion that supervisors were spending more time performing the tasks they rated as the most important task. She indicated that the supervisors

spent more time disseminating information than on any of the other five tasks. Johns therefore concluded:

The study did find sufficient support that supervisors are performing the tasks outlined in the ideal supervisory model. However, the amount of time supervisors spend performing the tasks is not congruent with the order of importance rated by the supervisors. (p. 600-A)

Classroom Observation and Conferencing

According to Adams and Dickey (1953), one of the oldest and most useful aspects of supervision is the observational visit made by the supervisor to the classroom. Through the process of observation and actual contact with the situation, the supervisor can identify and analyze the various factors affecting the teaching-learning situation. He/she is able to view the specific teaching methods and techniques which the teacher employs and with which he or she may desire assistance. Making good use of this observational analysis, the supervisor builds, with the teacher, a sound program for improving instruction (p. 107).

As the literature has demonstrated, supervision, whether by lay committee or professional supervisor, has generally used in-school visitation as the primary method of data collection for the purpose of evaluation of and improvement of the instructional program.

The process of in-class visitation has been promoted in a variety of ways, but the most recent and widely accepted methodology is taken from the tenets of clinical

supervision. This methodology is composed of clearly defined steps for conducting the pre-conference with the teacher, the classroom observation, and the post-conference and is designed to improve instruction without the threat of evaluation for employment purposes.

According to Pigford (1988), a great portion of the effective supervisor's role includes classroom observations and conferences with teachers. She states that, "In an increasing effort to emphasize their role as instructional leaders, growing numbers of administrators are spending more and more time in teachers' classrooms" (p. 30).

While several other functions of supervision have been identified, such as curriculum development, materials development, facilities design, program evaluation and research, in-service education, goal-setting and planning, and staffing, none more directly affects the education of young people than instructional improvement. Direct observation in the classroom and conferences with the teacher regarding pedagogy and methodology are of central importance in the supervisor's attempts to promote instructional improvement.

Voorhies (1967) reported on his study that attempted to determine if the representative sample of 695 Indiana teachers perceived supervisory activities as being planned, organized, implemented, and evaluated cooperatively by the supervisor and the classroom teacher (supervisor-teacher

centered - STC) or by the supervisor (supervisor-centered - SC). His findings revealed that the number of teachers who perceived faculty meetings and classroom observations as being SC was significantly greater than the number who perceived them as being STC. Conversely, the number of teachers who perceived individual conferences and workshops as being STC was significantly greater than the number perceiving them as SC.

These results led Voorhies to conclude that,

The findings appear to indicate that a teacher's positive perception of a supervisor-teacher activity was related to the amount of supervisor-teacher contact necessary for the activity to take place. Thus it was possible to place the five activities studied on a continuum from the most positive to the least positive: individual conference, workshops, teacher visitations, classroom observations, and faculty meetings. (p. 2032-2033)

Valentine (1978) wrote that "In the hectic pace into which principals are continually thrust, one very important responsibility is their supervisory responsibility - including classroom observation and the follow-up conference (p. 55)."

Writing about their recommendation for a systematic approach to improving conference skills, Kindsvatter and Wilen (1981) state "Of all the skills that contribute to a supervisor's effectiveness, none are more crucial than those related to conducting conferences (p. 525)."

As Reyes (1986) pointed out, "Evaluating teachers' behaviors and activities for instructional improvement

purposes is a time-consuming task. The administrator must necessarily spend significant amounts of time in the classroom observing and otherwise working with teachers (p. 258)"

In 1960, Malone studied teacher attitudes toward supervisory services provided by building principals. Some of the teachers' attitudes speak directly to classroom visitation. His study's findings indicated that:

1. Teachers and principals agreed that classroom visitation is necessary to effective supervision.
2. Teachers were evenly divided on desiring principal visits on announced or unannounced basis.
3. Principals should visit each teacher 1-6 times per year, depending on individual needs of teachers.
4. Beginning teachers should have more supervision than experienced teachers who have demonstrated their competency.
5. Most visits should last about one hour.
6. Every visit should be followed by an evaluation conference. (p. 3327-3328)

Puckett (1962) studied school systems in the North Central Association and found that teachers desired more help from supervisors in the form of "more classroom visitations and constructive criticism, and more assistance in the location and use of instructional materials" (p. 2758).

Predictions of significant change in the way observations would be practiced were made by some

researchers and practitioners in the mid-seventies. For example, Broadbelt (1972) stated that the older concept of classroom observation techniques would be largely replaced by a more systematic technique of analysis, perhaps utilizing video-taping as the major technique in improving teacher behavior (pp.55-56).

While the predictions of increased use of technology have not necessarily been realized, the literature indicates that classroom observations and conferences still constitute a part of the instructional supervisory support services in public schools of America. The perceived value of such observations and conferences is affected by the relationship between the principal, the supervisor, and the teacher, the amount of involvement of the teacher in their planning and follow-up, and the skills, training, and philosophy of the person conducting them (Beach, p. 47).

Summary

The literature illustrates that the role of supervision is not easily described. Even after all the research leading to the development of theories and the identification of tasks, differences in the perceptions of what supervisors do continue to plague the field.

Considerable confusion is exhibited in manner in which the role of the supervisor is defined by and for supervisors. This is apparently, at least in part, a

function of the differences in expectations of the supervisor as held by the organization, the supervisor, and the teachers they serve.

It is apparent from the literature that educators perceive the importance of observation and conferencing and that supervisors must accept the responsibility of visiting classrooms and conducting conferences in a systematic and comprehensive manner in order to fulfill the goals of a meaningful program of supervision.

Perceptions of Present Supervisory Practice

Teacher Perceptions

In their book, Tanner and Tanner (1987) quote Newlon, who addressed the NEA in 1923, "The success of America's great experiment in public education will be determined to a large extent by the attitude of the classroom teacher toward supervision" (p. 49).

Kuzsman and Harte (1985) report that a study done by Wiles in 1967 revealed that only 1.5 percent of the 2,500 teachers studied perceived that their supervision was a source of help. In a follow-up study that used a similar questionnaire and spanned a period of time from 1972-1982, Kuzsman surveyed 10,000 teachers in 87 school districts from Florida to Newfoundland and found only a marginal improvement in the attitudes of teachers toward supervision. This study revealed that only 4 percent of the 8,630 respondents felt that there was improvement in their teaching as a result of supervision (p. 30).

It seems as though it would go without saying that teachers need to feel comfortable and confident that the supervision they receive is worthwhile and effective. However, the literature indicates that the qualities of worthiness and effectiveness have not always been ascribed by teachers to the supervisory process.

Further evidence of teacher perceptions of supervision

is provided by Young and Hiechberger (1975), who conducted a study of effective supervision. They surveyed elementary teachers in rural and suburban New York, as well as graduate students in a course in Supervision of Instruction at a western New York State college. Their findings indicated that 82 percent of those studied felt that there was a real need for supervision in their schools. However, 70 percent of the same group indicated that they often saw supervision and evaluation as dangerous. According to these authors, these responses seemed to imply that the respondents wanted supervision, but they wanted it provided by non-administrative personnel.

In his book Supervisors and Teachers: A Private Cold War, Blumberg (1974), revealed teacher attitudes toward supervision that cast the supervisor as one who is out of touch with the classroom. Teachers he studied felt that much of what supervisors communicated was trivial and that supervisors avoid teachers, which makes them think supervisors are insecure or that supervisors simply don't like people (pp. 15-16). These attitudes, together with the attitudes of supervisors, who feel that they are meeting the needs of teachers, led Blumberg to write,

The character of the relationships between teachers as a group and supervisors as a group can be described as somewhat of a cold war. Neither side trusts the other and each side is convinced of the correctness of its position. Supervisors seem to be saying, "If they would just listen to us, things would really get better." Teachers seem to be saying, "What they give us doesn't

help. It would be better if they left us alone."
(p. 2)

A similar attitude is reflected in the comments collected by Reavis (1976) in an informal survey of the students in his supervision classes. One of the students remarked, "We neither fear nor look forward to the supervisor's observations; it is just something else that interrupts the day like a fire drill" (p. 362). Reavis goes on to describe this line of thinking in that no practicing teachers indicated they actually expected that their instruction would be improved as a result of the supervisor's observation (p. 362).

Further evidence of teachers' perception of instructional supervision is indicated in a study by Lovell and Phelps (1976), sponsored by the Tennessee Association for Supervision and Curriculum Development (TASCD). From the total populations in Tennessee, the responses of samples of teachers (215) and principals (181) and the total population of supervisors (179) were analyzed. The researchers used a questionnaire to gather perceptions of these groups about the instructional support system provided. Specifically, they wanted to know if the teachers were receiving services when needed and whether or not they would like an increase in the services.

They found, among other things, that more than 50 percent of the teachers felt that the principal was the most important source of instructional conferences and classroom

observations, but they did not feel that instructional supervisory support services were provided when needed. More than seventy percent of the teachers indicated a desire for an increase in all of the services listed on the questionnaire. The researchers concluded:

Teachers perceived inadequate provision of services which included direct support in planning, implementing and evaluating instruction and services which involved the teachers in the decision-making and change process. Consequently it was concluded that a need existed for supervisory personnel to become more intimately involved with the instructional program. (p. 33)

Beach (1976) studied teachers, principals, and supervisors in Tennessee in an effort to determine the perceptions of these groups about whether or not the supervisory support services were being provided when needed, if they should be increased and the perceptions of these groups as to who provided them. He found that of the 215 teacher respondents (of 381 queried), the majority (82 percent) indicated that the principal was perceived as providing most of the classroom observations and conferences.

Additionally, of the twenty-one supervisory support services included on the survey (listed below), 51 percent of the teachers reported that sixteen (identified with an *) were not usually provided when needed. Furthermore, 70 percent of the teachers reported a desire for an increase in all twenty-one of the instructional supervisory support services about which they were questioned.

Supervisory Support Services Identified by Beach were:

1. Providing instructional materials.
- *2. Involving teachers in system-wide instructional programs.
- *3. Assisting in developing effective disciplinary techniques.
4. Planning in-service activities.
- *5. Evaluating teachers.
- *6. Providing teaching demonstrations.
- *7. Consulting with teachers on instructional problems.
8. Dispensing information.
- *9. Serving as a two way communications link with the central office.
- *10. Helping describe and analyze instructional processes.
- *11. Helping define instructional objectives.
- *12. Helping select appropriate instructional activities.
- *13. Helping choose methods for evaluating student progress.
14. Informing teachers of professional growth activities.
- *15. Aiding in development of curricula.
- *16. Conducting or directing research.
17. Facilitating good human relations within the school and community.
- *18. Acting as a change agent.
- *19. Providing psychological support.
- *20. Suggesting new ideas and approaches for instruction.
- *21. Assisting in classroom organization and arrangement.

As a result of the statistical analyses, Beach found "A statistically significant difference existed between teachers' perceptions of the practice of supervision in Tennessee and those of principals, supervisors, and a panel of state leaders (p. 206)."

These findings led Beach to conclude:

The currently used system of delivering instructional supervisory support services to teachers in the public schools of Tennessee had failed and was incapable of optimum results without modification. (p. 207)

It seems the perceptions of many teachers may well be characterized by the conclusions of Glickman and Rogers (1988), who detailed the results of a study in which 595 (of 1,357) teachers in elementary, middle, and secondary schools in 15 school districts in 12 states were studied. They found that direct supervisory services to help teachers improve instruction were available to the overwhelming majority of teachers, but teachers' use of the services was low. Also, teacher satisfaction with supervision services was related to the degree of match between request and receipt of service. Most interestingly, in almost all cases, teachers were satisfied with a low rate of request and receipt. This led them to conclude:

It may be that in many schools there exists a tacit understanding among teachers and supervisors to the effect that "I won't ask for help and you won't give help, and we'll live happily together."

The results as a whole suggest, at the simplest level, that having services and personnel available for supervision does not ensure that teachers will request or receive that help. Perhaps it's more important for each school and district to determine the types of assistance that teachers need in their day-to-day work and then to prioritize ways to provide it. (p. 24)

Supervisors' Perceptions

The literature points out that the early emphasis of supervision was on regulation, and classroom inspections were for the sake of control. However, supervisory practices in the various historical periods have frequently placed responsibility for lack of educational attainment

upon the weaknesses of the teacher. As Davis and Thomas (1989) describe it:

...when a teacher is performing poorly, administrators tend to blame the teacher for either lack of ability or lack of effort. In fact, one very real reason for the poor performance is inadequate supervision - a failure to take corrective action early in a teacher's career. (p. 160)

This tendency to "blame the teacher" for the lack of educational attainment may be the result of a difference in perceptions of the role of the supervisor as perceived by the supervisor (including principals) and the teacher. It may well be that the supervisor perceives that he/she is providing the needed services while the teacher, as shown earlier, does not.

In 1975, the Tennessee Association for Supervision and Curriculum Development (TASCD) Special Task Force Committee began a study of the status of instructional supervision in the state of Tennessee. This resulted from general concern that the program of supervision was not meeting the needs of teachers. However, no hard data existed that would either substantiate this concern or identify specific areas of need. This committee, which consisted of supervisors, principals, teachers, State Department of Education personnel, a superintendent, two assistant superintendents, and higher education personnel, identified areas of instructional supervision with which it should concern itself. These areas of concern became the focus of a study:

1. To determine the number and length of classroom observations and instructional conferences in Tennessee schools.
2. To determine which professional staff members participated in observations and conferences.
3. To determine the perceptions of teachers, principals, and supervisors regarding conferences and observations.
4. To determine the perceptions of teachers, principals, and supervisors regarding the availability of supervisory services and their desire for increased services.

As a result of a special arrangement, in which a group of graduate students worked cooperatively to gather data from a state-wide population, work by some of the researchers involved in the TASCED study developed into individual investigations that attempted to address some of these areas of concern.

Beach (1976) collected the perceptions of teachers, principals and supervisors regarding the supervisory support services being provided by instructional supervisors (which included school principals) across the state. The findings indicated that there was disagreement in perceptions between teachers and supervisors as to the actual practice of supervision.

According to Beach, (as reported in the previous section on teachers' perceptions, p. 63) teachers perceived that sixteen of twenty-one supervisory support services (listed on page 64) were not usually provided when needed. Conversely, a majority of principals and a majority of

supervisors reported that, when needed, they usually provided the nineteen services (listed below) about which they were asked.

1. Providing instructional materials
2. Involving teachers in district-wide instructional programs
3. Assisting in developing effective disciplinary techniques
4. Planning in-service activities
5. Evaluating teachers
6. Consulting with teachers on instructional problems
7. Dispensing information
8. Serving as a two-way communications link with the central office
9. Helping describe and analyze instructional processes
10. Helping define instructional objectives
11. Helping select appropriate instructional activities
12. Helping choose methods for evaluating student progress
13. Informing teachers of professional growth activities
14. Aiding in development of curricula
15. Facilitating good human relations within the school and community
16. Acting as a change agent
17. Providing psychological support
18. Suggesting new ideas and approaches for instruction
19. Assisting in classroom organization and arrangement.

Additionally, a majority of teachers (56 percent) indicated that the observations and conferences were not usually helpful, while majorities of principals (83 percent) and supervisors (91 percent) perceived that their observations and conferences with the teachers were helpful.

The collected perceptions led Beach (1976) to conclude that:

1. The currently used system of delivering instructional supervisory support services to teachers in the public schools of Tennessee had

failed and was incapable of optimum results without modification.

2. Matters other than instructional improvement had a high priority with principals and supervisors in the public schools of Tennessee.

3. Tennessee teachers did not perceive well-planned and executed classroom observation and conferences as necessary in resolving instructional problems.

4. Instructional planning in Tennessee's public schools was teacher to teacher, rather than principal or supervisor to teacher.

5. Principals and supervisors needed to become more involved in the instructional program of their schools and districts.

6. Tennessee supervisors had a role identification problem in that they placed a higher priority on their administrative role than on their instructional role.

8. The state mandate of teacher evaluation, while increasing the number of classroom observations, resulted in increased emphasis by principals on evaluation for personnel decisions (tenure, dismissal, continuing contract) and reduced emphasis on instructional improvement.

9. Tennessee supervisors and principals did not perceive the value for instructional improvement of well-planned and executed classroom observations and conferences... (pp.207-208).

Hendrix (1976), focused on the practice of observations and conferences as they were conducted in specific school system sizes and in urban or rural settings of the public schools of Tennessee. Through the use of a questionnaire designed to gather, from the same sample of participants used by Beach, the perceptions of teachers, principals, and supervisors about observations and conferences, he found that teachers were not as convinced as principals and

supervisors that the observations and conferences were usually helpful to them.

He stated in the conclusions that,

Teachers in Tennessee were not sufficiently involved in the planning and initiation of classroom observation and conference procedures during the 1974-75 school year. Efforts to inform teachers of the purpose and objective of classroom visits were apparently so vague that most of them could not recognize that any such preplanning had actually taken place.

By the same token, the follow-up procedures were not effective to the extent that teachers could recall that they had been completed with them. From the point of view of the teachers, the conferences which were completed did not relate to comments about the actual instruction taking place in the classroom. The majority of the conferences with teachers took the form of short visits and the delivery of services other than those related to the observation of instruction. (pp 159-160)

The negative perceptions of the teachers in this study may well be the result of the fact that, as Hendrix reports, the observations performed by principals and supervisors were not complete and did not include an entire class sessions. Teachers simply felt that the comments of the principal or supervisor could not accurately reflect a true or complete picture of what actually took place during the class period.

Phelps (1987) conducted a study of instructional supervisors which was designed to determine the impact of Tennessee's Comprehensive Education Reform Act (CERA, 1984) on the practice of instructional supervision in Tennessee (see discussion of CERA, pp. 82 - 84). The study was limited to those supervisory activities performed by central

office personnel having major responsibilities for instructional support and leadership in the regular program.

A two page survey instrument based on the 1974 TASC Supervisor's Survey was mailed to 229 instructional supervisors whose names appeared in the 1986-87 Directory of Public Schools published by the Tennessee Department of Education. From the 151 responses, data were compiled and analyzed and compared with those of the 1974 study (p. 2).

Phelps examined seventeen items describing activities which supervisors have traditionally performed in Tennessee. She found that in 1974, the activities which half or more reported having done six or more times were:

1. Having input in teacher evaluation (79 percent).
2. Having input in the hiring of teachers (76 percent).
3. Having personal contact with each teacher (69 percent).
4. Giving teacher demonstrations (64 percent).
5. Conferring with a single teacher about instruction without having a classroom observation (63 percent).
6. Meeting with parents and community leaders to explain and promote school programs (61 percent).
7. Visiting each assigned building (51 percent).
8. Conferring with a small group of teachers about instruction without having a classroom observation (51 percent).
9. Conferring with principals about their instructional programs (50 percent). (pp. 3-4)

In 1987, the activities which half or more reported

having done six or more times were:

1. Visiting each assigned building (86 percent).
2. Conferring with principals about their instructional programs (85 percent).
3. Conducting classroom observations (82 percent).
4. Bringing information and/or materials to a teacher (80 percent).
5. Having input in teacher evaluation (74 percent).
6. Helping with selection of instructional materials for schools (73 percent).
7. Conferring with a single teacher about instruction without having a classroom observation (72 percent).
8. Conducting a post-observation conference (71 percent).
9. Conducting a pre-observation conference (68 percent).
10. Conferring with a small group of teachers about instruction without having a classroom observation (64 percent).
11. Having input in the hiring of teachers (53 percent).
12. Planning teacher inservice programs (52 percent).
13. Spending extra time working with new teachers (52 percent). (pp. 3-4)

Phelps wrote that:

The most notable conclusion from the current data and its comparison with the 1974 data is that supervisors have been delegated increased responsibility and role expectations as a direct result of CERA. (p. 8)

According to the information provided by Phelps,

supervisors' perceptions of the is indicated that they believed they were more actively involved in instructional improvement than did the supervisors surveyed in 1974.

In addition to the studies cited by Beach, Hendrix, and Phelps, studies by other researchers have also looked at the "is" aspect of the supervisor's role from the perspective of the supervisors themselves, and from those directly affected by the activities of supervision, that is, teachers. The findings from these studies offer evidence that supervisors generally perceived that they were fulfilling their role as supervisor even though teachers frequently, but not exclusively, have not perceived that to be true.

Brande (1980), conducted a study that was concerned with supervisory behaviors which were perceived as improving classroom instruction. Using the Perception of Instructional Supervision Questionnaire (PISQ), perceptions were gathered from teachers and supervisors who were randomly selected from three New York City community school districts.

The premise of the study was that supervision of instruction can be identified with one or both of two types of supervisory behavior: formative and summative. Brande indicated that formative behaviors (product formative, process formative and context formative) feed information back into the instructional program on an ongoing basis. Summative behaviors (product summative, process summative

and context summative) are used to effect an end-of-cycle assessment of the program's success. This study attempted to identify the category which teachers and supervisors perceived to be the most contributive to the improvement of instruction.

The following results were presented:

1. Both teachers and supervisors perceived formative behaviors as contributing more to the improvement of instruction than summative behaviors.
2. Neither teachers nor supervisors perceived the process formative type of behaviors as contributing the most to the improvement of instruction.
3. Both teachers and supervisors perceived context formative as being the most feasibly implemented type of instructional supervisory behavior.

Brande concluded, based on these results, that "one particular type of formative behavior--context formative--was seen as the most feasible for actual implementation" therefore, "what teachers and supervisors perceived as being the most feasible was also what they perceived as contributing the most to the improvement of instruction (p. 4898-A)." This seemed to indicate that for the context formative behaviors, teachers and supervisors tended to agree on the "is" of supervision, that is, the practice of supervision as perceived by each group.

Boucree (1979) conducted a study that had as its purpose the determination of role perceptions and expectations of central instructional supervisory personnel

as perceived by principals and teachers. She surveyed a random sample of principals, teachers, and central instructional supervisory personnel in Tennessee by use of a 14-item Likert-type instrument. Respondents were asked to indicate on a scale of 1-5 the extent to which they expected the central instructional supervisory personnel to perform identified tasks and responsibilities. They were also asked to indicate the extent to which they perceived these tasks and responsibilities were actually performed by the central instructional supervisory personnel.

These tasks, as listed on the survey instrument, were reduced to four subscales with titles and descriptions as follows:

1. *The Curriculum Development and Programming* subscale defines tasks in establishing goals in curriculum and instruction, adhering to the established goals, monitoring programs for quality control, and implementing programs on a system-wide basis.

2. *The Teacher Support Activities* subscale defines tasks that provide direct services to individual teachers in their classrooms in the areas of classroom management and classroom methodology.

3. *The Staff Development Activities* subscale defines tasks and responsibilities that relate to the areas of sharing research, writing proposals, and performing inservice in large and small group meetings.

4. *The Evaluation and Consultation Activities* subscale defines tasks and responsibilities of the evaluation process of teachers and the evaluation of instructional materials in the schools.

Statistical analysis revealed the following findings:

1. There was no significant difference in the interaction effects between the groups and the repeated measures in any of the four subscales.

It can be concluded that the three groups have similar perceptions of the role tasks and responsibilities of the central instructional supervisory personnel.

2. In the three subscales, Curriculum Development and Programming, Teacher Support, and Staff Development, the analysis of variance indicated that the respondents perceived that the supervisory personnel were expected to perform these tasks, but were not actually performing these tasks. (p. 4221-A)

Similar to the study by Brande (pp. 73-74), this study seemed to suggest that teachers and supervisors tended to agree on the tasks and responsibilities of instructional supervisors, that is, the "is" aspect of supervision. However, this study also seemed to suggest that there was disagreement between the groups in regard to the actual performance of the tasks. Teachers perceived that supervisors were not, in fact, performing the tasks that both groups had agreed were appropriate for supervisors.

Summary

This section of the review of the literature illustrates that there is some discrepancy between teachers and supervisors regarding their perceptions of the practice of supervision. The literature indicates that teachers view supervisors as neither helping nor hurting the process of instruction. Supervisors (including principals) are generally perceived to be performing tasks that are more administrative than instructional in nature. As Brande (1980) stated, "...instructional supervisors (principals and, by extension, assistant principals) often allocate a

less than ideal amount of time to classroom instruction and, as teachers perceive, to its improvement (p. 4897-A)."

Interestingly, at the same time, supervisors to perceive that the tasks they are performing are important functions and have a positive effect on instruction. Supervisors indicate that they think the tasks they are performing are of benefit to teachers. This difference in perceptions may be explained in part by the fact that the supervisor is busy fulfilling the expectations of the organization which are assumed to be of positive influence on the instructional process.

It is also possible that supervisors have chosen the comfortable route by tending to those tasks that keep him/her from having direct contact with teachers and thereby avoiding potential conflict when deficiencies are found. This attitude is addressed by Anderson, McPhail and Reavis (1978) who wrote:

Lack of success in dealing with people often produces an internal fear that tempts supervisors to become "clerks of the works" rather than "people workers." Budgets, reports, meetings, the previewing of materials, and such items conveniently begin to take precedence over being in the classrooms and working directly with teachers. (pp. 42-43)

Perceptions Of Desired Supervisory Practice

Evans (1975), studied elementary supervisors in all of the public school districts in Virginia. Based on the

responses of the 133 elementary supervisors, and through the use of mean ranking of tasks, rank ordering of tasks, the Hotellings' multivariate T^2 for the tasks and the orientations, computation of the Kendall's Coefficient of Concordance for the tasks, and analysis of the variance for the tasks and the orientations, he found that there was significant disagreement in the task expectations for the supervisor's role as expressed by teachers and supervisors. Specifically, he stated:

1. All supervisors could be distinguished from all teachers on the basis of greater importance that the all supervisor group gave to the organizing for instruction and the evaluating instruction tasks, and somewhat lesser importance given to the curriculum development and the providing materials tasks.
2. All teachers could be distinguished from all supervisors on the basis of the greater importance the all teacher group gave to curriculum development and the providing materials tasks, and the somewhat lesser importance placed upon the organizing for instruction and evaluating instruction tasks. (p. 4902-A)

Perrine (1978), studied elementary teachers and science supervisors to determine their perceptions of the actual and ideal supervisory leadership behaviors. Twenty-nine of thirty-five elementary science supervisors in New Jersey, and a random sample of their teachers (470), were administered a thirty-two item instrument entitled the Supervisory Behavior Questionnaire (SBQ) that asked teachers and supervisors to indicate their perceptions of actual and ideal supervisory behaviors. The data from this instrument

provided four subsets of behavior that Perrine labeled:

TI - teacher perception of ideal behavior .

TA - teacher perception of actual behavior

SI - supervisor perception of ideal behavior

SA - supervisor perception of actual behavior

The study indicated that, although teachers and science supervisors viewed similarly the actual role, teachers had a significantly higher expectation. Teachers desired a humanist and wanted more supervision than they received. They sought supervisory assistance in science instruction, and aid in general teaching skills (p. 591-A).

Spears (1980) conducted a study which had as its focus the comparison of the observed and ideal roles of the supervisor of instruction as perceived by supervisors, principals, and teachers in the state of Louisiana. The population for the study included public secondary schools in sixty-two of sixty-six Louisiana school districts. Samples of 150 supervisors, 150 principals, and 450 teachers were surveyed through the use of a questionnaire which depicted the supervisor's role through selected activities and tasks, and perceptions of the observed and ideal roles of the supervisor of instruction were gathered from the three groups identified.

There were fifty-nine items listed in the role inventory questionnaire and respondents were to choose always, often, occasionally, seldom, or never as the most

appropriate level of involvement for the supervisor.

Based on his findings, Spears concluded the following:

1. Supervisors generally saw themselves more actively engaged in selected tasks described in the role inventory than did principals.
2. Supervisors generally saw themselves more actively engaged in the majority of tasks described in the role inventory than did teachers.
3. Principals observed supervisors to be more actively involved in the activities described in the role inventory than did teachers.
4. More consensus existed between supervisors and principals concerning the observed role of the supervisor than between supervisors and teachers or principals and teachers.
5. There tended to be consensus between supervisors and principals concerning the ideal role of the supervisor.
6. There tended to be more agreement than disagreement between supervisors and teachers concerning the ideal role of the supervisor.
7. There tended to be consensus between principals and teachers concerning the ideal role of the supervisor.
8. Supervisors, principals, and teachers indicated that the observed role of the supervisor did not approximate the ideal role. (p. 2397-A)

Thomas (1981) conducted a study of the status and role perceptions of the supervisor of instruction in Louisiana public schools. He stated that the primary purpose of the study was to investigate perceptions of the supervisors of instruction regarding the actual and ideal supervisory activities and also to determine whether there was a lack of consensus in defining the actual and ideal role expectations of supervisors.

The study population consisted of all supervisors who were listed as instructional supervisors in the Louisiana School Directory, 1979-1980. A survey instrument was mailed to all of the 370 identified supervisors and 288 (77.48 percent) responded to become the sample.

The questionnaire regarding supervisory duties and responsibilities consisted of forty-three duties grouped into seven activity areas as follows:

1. General supervisory responsibilities - which included items such as budget planning, assisting in classroom organization and management, organizing and planning the program of instructional supervision, etc.
2. Assist in providing or working with materials - which included items such as selection and distribution of materials, establishing a responsive materials supply system, demonstration of use of various media, etc.
3. In-service education - which included items such as assistance to new teachers, directing in-service education programs, arranging seminars and workshops, arranging teacher visitation, etc.
4. Curriculum development activities - which included items such as developing guides and curriculum publications, performing curriculum needs assessments, assisting in school-wide testing programs, assisting in long-range curriculum planning, etc.
5. Community relations - which included items such as explaining school programs to the community, involving community groups in school planning, coordinating activities extended to the community, etc.
6. Staffing and personnel - which included items such as participating in negotiating curriculum matters between teachers and the board of education, assist in preparation of job descriptions for teachers, assist with staff meetings, assist with personnel recruitment and selection, etc.
7. Evaluations - which included items such as classroom observation, development of self-evaluation programs, assisting in school program evaluation, assisting

in evaluation of practices and methods, assisting in the design and evaluation of research projects, etc.

Following statistical analysis, Thomas found that supervisors indicated the forty-three duties should ideally be performed more frequently than they were actually being performed. Also, a significant difference existed between the actual and ideal means concerning the forty-three combined duties (p. 2430-2431-A). This seems to suggest that the supervisors surveyed in this instance perceived an ideal of supervision that was not reflected in present practice.

What is considered desired supervisory activity or behavior has changed throughout the history of supervision. As has been shown earlier in the historical review of the literature, supervision has frequently been forced to change in response to changes in society or in the field of education itself.

State mandated education reform in Tennessee, Comprehensive Education Reform Act (CERA), was passed by the Tennessee General Assembly and signed into law in 1984. Generally referred to as the Better Schools Program, CERA is best known for its Career Ladder for teachers, and for the Tennessee Instructional Model (TIM), which is a model of specified teaching behaviors, based on the work of Madeline Hunter.

TIM and the evaluation process were intended to develop every teacher in the state into one that was competent. If

competency could not be achieved, then poor teachers could be "weeded out" based on the documentation that resulted from the monitoring process. This monitoring process included a state-wide system of evaluation which had supervisors (including school principals) as integral parts of the evaluative process. The evaluation instrumentation included a clearly-defined check-list of teacher behaviors that supervisors were to look for and encourage.

The Career Ladder provided for several levels of certification which carried with them different monetary incentives. The management of the certification process was divided between the state department and the local system. As a result, local supervisory personnel (supervisors, principals, and assistant principals) became even more involved in evaluation for the purpose of determining employment status of teachers than at any other time in the history of Tennessee Education.

A specified number of classroom observations, with their accompanying pre- and post-observation conferences were required of the supervisor (including principals) by the law and were designed to implement the behaviors described in TIM and monitor the teachers' use of the behaviors in the classroom.

While TIM and the evaluation system were theoretically designed to improve instruction, the same personnel (local supervisors and principals) and evaluation instruments were

used to evaluate teachers for instructional purposes and for employment purposes.

This entire system of school improvement clearly illustrated the ultimate in top-down decision making in a state-wide bureaucracy under the guise of instructional improvement that was reputedly sensitive to the needs of teachers.

In contrast to the top-down, bureaucratic implementation of reform, the most recent wave of school reform has emphasized the importance of greater teacher autonomy which, in turn, would place new expectations on the supervisor.

Sergiovanni (1986) wrote:

The question is, do we persist in pursuing and refining theoretical mindscapes - which favor views and prescriptions that do not reflect the actual world of supervision, and therefore are not very useful in and of themselves - or do we abandon them in favor of more practical and useful ones? Choosing the latter course will require us to "shake loose" from a comfortable present. But if we want to develop a useful practice of supervision, this is the course we must follow.
(p. 17)

This view that change is needed in the way supervision is practiced is supported by Glickman (1989) who indicated that

for various reasons - increased dissatisfaction with the results of legislated learning, less state money than expected to fund legislated mandates, and a political climate shifting to domestic issues of poverty and disenfranchisement - there is now a different, experimental and pragmatic view of school reform. That view is that local teachers and administrators are the

solution to, rather than the source of school problems. Therefore, to provide local educators maximum flexibility to address the particular educational and instructional concerns of their students and community, schools must be deregulated. (p. 6)

He goes on to explain that there do not exist any scientifically proven best practices of supervision, but what is the best practice is what is best for students. This notion of best practice seems to imply that supervision should be flexible and willing to change in order to meet the needs of today's teacher. As Glickman states it:

If the function of supervision is to empower rather than to enforce compliance of teachers, we must be fully aware of the revolutionary changes necessary in the ways we think about ourselves, teachers, and schools. We also need to consider the transition steps in moving from external control and uniformity of practice to internal control and divergence of practice. (p. 6)

Summary

The literature and research have presented a picture of the present practice of supervision that functions in basically the same way it has for a number of years. It seems that, frequently, it still operates as a top-down, specified set of activities that teachers perceive as marginally helpful.

The perceptions of ideal practice in supervision seem to indicate that teachers, and supervisors (which includes principals) agree that what actually takes place is different from what should take place. However, teachers,

principals, and supervisors were not found to agree on what is actually taking place. Principals and supervisors perceived themselves to be providing services and influencing instructional improvement far more than did the teachers.

In spite of some indications that teachers are better-trained and probably more competent to function in an autonomous way, supervision has continued to attempt to function in the traditional, top-down fashion.

There is evidence that recent reform movements, which encourage restructuring of schools and a rethinking of the teacher's role in the school, must be accompanied by a rethinking of what supervisors do.

Summary

This review of the literature and research has attempted to examine supervision in American education. The chapter was organized to include the historical development of supervision, research and literature relative to the role of supervision, perceptions of present practice, and perceptions of ideal practice.

Instructional supervision in America's public schools has undergone many changes and is still experiencing change. As the literature has shown, citizen's committees once performed the tasks that are now performed by professional

educators. Supervision has changed from a role that functioned primarily as a regulatory, managerial activity, to one that is designed to assist the teacher to influence instructional improvement.

Information provided by various studies indicate that teachers' perceptions of supervision may be characterized as varying from apathy to disdain. Researchers have presented evidence that teachers generally neither fear nor look forward to the supervisor's visit. Furthermore, teachers seem to perceive that the supervisor is neither particularly helpful or harmful.

Studies across the country that examined supervisors' perceptions generally indicated that supervisors felt they were meeting the needs of teachers and were performing a valuable function. At the same time, supervisors as well as teachers indicated that the present practice of supervision did not match the perception of what the ideal practice of supervision should be.

Studies of the perceptions of teachers, principals, and supervisors of instructional supervision in the public schools of Tennessee that were done in the mid-1970's examined the extent of agreement and disagreement between the perceptions of these three professional groups. These studies indicated that the perceptions of professionals in Tennessee were very similar to those opinions expressed by similar groups throughout the country.

Supervisors were perceived by teachers as being out of touch with the classroom and the duties they performed seemed to have little influence on the improvement of instruction.

On the other hand, supervisors (which included principals) perceived that the duties they were performing were helpful to teachers. Furthermore, supervisors perceived that the instructional supervisory support services identified were provided to teachers more frequently than did the teacher group.

The literature has also indicated that leaders in the current waves of school reform have begun to recognize the teacher as a professional who may be able to function in a more autonomous fashion. Experts have suggested that supervision, in light of these reform efforts, must also be willing to change in an effort to meet the needs of today's teacher.

Nearly fifteen years had passed since comprehensive research had been done in Tennessee regarding the practice of supervision as perceived by teachers, principals, and supervisors. A periodic "check-up" to determine the current state of supervision was warranted.

The present study of the perceptions of teachers, principals, and supervisors of instructional supervision in the public schools of Tennessee was intended as such a "check-up." The examination of the extent of agreement and

disagreement between the perceptions of these three professional groups with regard to the present and ideal practice of supervision contributes to the research base concerning instructional supervision.

As the literature had shown, the fear or apathy teachers have had toward supervisors was frequently the result of evaluative processes that they perceived to be threatening. Therefore, a study of the perceptions of various professionals would reveal changes in perceptions from those reported in the mid-seventies, changes that may be the result of state-mandated changes in the way instructional supervision and evaluation were practiced.

Finally, an examination of the perceptions of teachers, principals, and supervisors in Tennessee would accomplish the purposes of this study. Specifically, it would contribute to a more complete understanding of the following questions:

1. What were the perceptions of teachers, principals, and supervisors of current supervisory practice?
2. How did these perceptions of present practice compare with those of similar groups studied in 1976?
3. How did the teachers', principals', and supervisors' perceptions compare for current practice and for what practice should ideally be?

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of the study was to examine the perceptions of teacher, principals, and supervisors in the public schools of Tennessee regarding instructional supervision. It was determined that such an examination would reveal the current state of supervision in Tennessee and would provide insights into the perceptions of these professional groups as to what supervision should be in order to accomplish the goal of instructional improvement.

This chapter presents the methods used in collecting data from teachers, principals, and supervisors across the state and it describes the procedures used to analyze the data from which findings were made and conclusions drawn.

Selection of the Study Population and Samples

This study was designed to gather and analyze the perceptions of teachers, principals, and supervisors as those perceptions related to the present practice and the ideal practice of instructional supervision in the public schools of Tennessee. Therefore, the entire population of

teachers, principals, and supervisors were determined to be the population from which the three random samples would be drawn, one for teachers, one for principals, and one for supervisors.

The study was delimited to only those teachers who had primary responsibility for regular, daily, classroom instruction. For this reason, teachers classified as librarians, counselors, and traveling consulting teachers were not included in the sample selection.

Also, the study population was delimited to supervisors who had responsibility for direct instructional improvement. As a result, supervisors of food service, maintenance, and supervisors in the business office were pared from the list of possible participants.

Random sampling was used in an effort to provide a study group that would reflect the opinions of the population from which they were drawn. As Fink and Kosecoff stated:

...the point is that the people who are selected are believed to be just like the people who are not. If you survey a probability sample, you will get an accurate view of the whole group, and in survey terms, your sample will be representative of the general population. (p. 54)

Preliminary investigation revealed that there were 42,657 elementary and secondary classroom teachers, 1514 principals who served in elementary, secondary or both, and 473 supervisors who had responsibility for elementary, secondary or both (Annual Statistical Report of the

Department of Education, State of Tennessee, 1988).

Using the formula suggested by Hauskin (1963, p.3), appropriate sample sizes for this study were determined to be 383 teachers, 306 principals, and 212 supervisors. This formula for sample size determination with population size known is:

$$\frac{\chi^2 N \phi(1-\phi)}{[\alpha (N-1) + \chi^2 \phi(1-\phi)]}$$

= s = sample size needed

Where: α = alpha or level of significance
 ϕ = p or population proportion
 N = population size

χ^2 , 1df, .05 = 3.84, from table of
 χ^2 distribution (Ferguson, 1981, p.522).

A complete list of names and addresses of teachers, principals, and supervisors in the state was made available by the Tennessee State Department of Education, Cordell Hull Building, Nashville, Tennessee. A list of employment categories, determined by certification codes, was sent to the office of the Director of Planning for the state department which generated random samples using the computer. The researcher then received from the state department the three sets of computer-generated mailing labels that corresponded to the samples of teachers, principals, and supervisors needed.

Instrumentation

In an attempt to determine perceptions of the current practice and the ideal practice of supervision, a structured, closed, survey questionnaire was used as the method of data collection. The wide geographical dispersion and the large number of potential participants made the survey method particularly appropriate. It also allowed the researcher to get at the perceptions of a cross-section of professionals across the state. Two additional advantages of the questionnaire method of data collection, economy of time and resources, were instrumental in its selection for this study.

In order to maximize the comparative nature of the data to be generated, survey instruments constructed and validated by Beach (1976) were used in this study. Beach used the instruments on the same population to get at their perceptions of current practice. The survey forms he used (Appendix A), included three separate, but similar, instruments designed to reveal the perceptions of teachers, principals, and supervisors in the public schools of Tennessee.

Each survey, in its original form, consisted of four sections labeled A,B,C, and D. Section A included six questions designed to gather demographic information about the respondents such as educational level, experience, and

type of school and school district. Section B consisted of fifteen to seventeen questions (principal or supervisor questionnaire) designed to determine the administrators' perception of the type and frequency of contact with classroom teachers, that is, who provided the supervisory support services. The teacher questionnaire included a section B that was designed to determine the teachers' perception of who provided the supervisory services.

Section C was designed to determine perceptions of each group as to their feelings about observations and conferences relative to instruction. This was done by asking respondents to react to twenty statements using the categories of always, usually, seldom, never, or not applicable.

Finally, section D listed twenty-one instructional support services, or tasks of supervision which were designed to determine the perceptions of the groups as to the frequency with which listed supervisory services were provided and if the respondent thought the service should be increased.

In each section, respondents were asked to place a mark in boxes on the Likert-type scale which corresponded to their opinion regarding the questions being asked. In their original form, the surveys had a column of boxes on the left side of the question in which the respondent could rate the amount of, or the frequency of a certain act or practice.

On the right side of the question, the respondent could indicate, by checking yes or no, if they felt the practice being asked about should be increased or not.

The survey instruments used by Beach had the advantage of established validity. He described an extensive process of content validation by experts in the field including, but not limited to, the following aspects:

1. Initial draft of the questionnaire using current research and literature as the basis of question formulation.
2. Inclusion of items supplied by members of the TASCSD Special Task Force Committee to study supervisory practices in the state.
3. Review of tentative questions by the Committee for the purpose of soliciting suggestions of improvement.
4. Field testing of the instrument in five schools across the state for the purpose of pre-testing the first revision of the questionnaire with an invitation for comments and suggestions by respondents.
5. Item by item evaluation of all suggestions, comments, questions and blank items to determine if they represented misinterpretations.
6. Second revision of the questionnaire including necessary wording changes to permit construction of separate instruments appropriate to each of the groups being sampled; teacher, principals, and supervisors.
7. Final discussion, review, and revision of the questionnaire by the Committee with resultant approval of the three forms.

The original instruments were modified and expanded to allow for additional information regarding the perceptions of teachers, principals, and supervisors as to the ideal in

supervision. Beach attempted to obtain perceptions of the desired or ideal supervisory practice, however, it was from the perspective of a panel of experts (most of whom were practicing supervisors serving on a task force committee) who were asked to provide their perceptions regarding the ideal, not from the survey respondents. This study attempted to solicit perceptions of respondents as to what supervision should be at the same time, with the same questions, on the same questionnaire. This was done by replacing the boxes on the right side of the question items, those that asked about a desired increase in services, with boxes on a Likert-type scale in which respondents indicated their opinions about what supervision "ought" to be.

Additionally, the experience classifications in the demographic section were adjusted to differentiate educators who had had experience prior to the 1984 implementation of CERA and those educators who began their career in Tennessee schools after that date in an effort to determine if CERA had made a significant difference in the way supervisory support was provided to teachers. The result was an experience classification of 0-6 years and 7+ years. For teachers, experience referred to years of teaching experience. For principals and supervisors, the experience asked for related to years of administrative experience based on the six-year designation.

Since the question structure of the original surveys

were not changed substantively, it was felt that the validity of the instruments in their final form (Appendix B) was not compromised.

This study analyzed data from each of the four sections of the questionnaire, A-D. However, in making comparisons of the perceptions of teachers-principals, teachers-supervisors, and principals-supervisors, particular focus was given to section D which dealt with the feelings of respondents about the kinds of tasks the supervisors performed and whether they were appropriate to meet the teachers' needs. Furthermore, this was the only section of the questionnaires that contained the identical question structure and permitted accurate cross-tabulation of data.

The revised forms also dealt with the respondents' perceptions about the desired performance of supervisory tasks.

Data Collection and Analysis

Each selected participant was mailed the appropriate questionnaire, letter of transmittal, and a stamped, addressed, return envelope. Coding of the mailing labels and questionnaires allowed accurate, efficient follow-up of all non-returns.

Questionnaires were mailed to each person whose name was drawn in the computer-generated, random sample and

respondents were asked to return the completed forms in two weeks. After a two-week response period had elapsed, follow-up postcards (Appendix C) were sent to remind participants to complete the form. After an additional response period of approximately two weeks had elapsed, another personal letter and a second survey form were sent to those persons who had not yet responded (Appendix D).

It was expected that the response rate for returned, completed questionnaires would need to be seventy percent or better. To the great surprise and pleasure of the researcher, the response rate did in fact meet this expectation. Teacher respondents totaled two hundred seventy-seven for a 72.3% return rate. Principal respondents totaled two hundred fifteen for a 70.2% return, and supervisor respondents totaled one hundred seventy-one for an 80.6% return rate.

Although some teachers indicated that they had not been evaluated during the school year 1989-90 and had therefore chosen not to respond to section C, relating to observations and conferences, all the respondents did respond to section D which asked for their perceptions of the supervisory services they received and how they would ideally like for those services to be provided.

Questionnaires were mailed to a random sample of 383 teachers, 306 principals, and 212 supervisors. Usable returns analyzed were 277 (72 percent), 215 (70 percent),

and 171 (81 percent) respectively. The total questionnaires mailed to the three groups was 901. Total returns analyzed were 663, for an overall usable percentage of 74 percent.

When the survey instruments were collected, the data they included were entered into a computer for storage and analysis. The responses to each question on the questionnaire were entered by groups (teachers, principals, and supervisors) and the data for each group, and cross-groups, were analyzed by the University of Tennessee Computer Center to yield percentage responses for each group, as well as statistical comparisons between the responses of the three groups. The SAS package, version 6.04, was used to process the data.

The data collected were classifiable as discrete, ordinal, multi-group and multivariate in nature. The data were considered discrete in that they exhibited inherent continuity, that is, they consisted of units which exist separately. The use of a Likert-type scale on the survey instrument yielded data that were ordinal because they differed but were not equidistant in value. Since a number of different groups were studied, the multiple-group designation was applicable. Because variables such as the number of conferences, the length of conference times, and the scaling of present and ideal supervisory behaviors were examined, the data were multi-variate in nature.

For analysis, questionnaires were grouped according to

whether the respondent was a teacher, principal, or supervisor, and absolute frequencies, relative frequencies, and cumulative frequencies were obtained for each group of respondents on all variables. Comparisons were made of the responses by teachers, principals, and supervisors of their perceptions of existing and ideal instructional supervisory practices in the state. The raw data were converted to percentages, and relative frequencies were determined for the responses to each question in the survey.

Because the data were ordinal in nature, statistical treatment allowed for the use of a measure of the difference in the observed and expected percentages at the .05 level of significance, specifically the χ^2 statistic, which was chosen to show relationships between the groups' perceptions. Significant differences between groups about what is the practice of supervision and also the differences between groups regarding what should be the practice of supervision were shown. Additionally, χ^2 was used to determine if significant differences existed between the 1990 study groups' perceptions and the 1976 study groups' perceptions as identified by Beach (1976), in order to learn if changes in perceptions had occurred over time.

The perceptions of teachers were compared to the perceptions of principals regarding the current practice of supervision. The perceptions of teachers were compared to the perceptions of supervisors. And the perceptions of

supervisors were compared with those of principals. These data answered the research question "What are the perceptions of teachers, principals, and supervisors of current supervisory practice?"

The perceptions of each group (teachers, principals, and supervisors) were compared with the data generated by each of the three groups studied by Beach in 1976. These data served to answer the research question, "How do these perceptions of current practice compare with those of similar groups studied in 1976?"

The percentages of responses to each questionnaire item were calculated and χ^2 tests performed to allow comparisons between the perceptions of teachers, principals, and supervisors regarding present practices of supervision and ideal practices of supervision. Once again, the teacher data were compared to the principal data and the supervisor data. The principal data were compared to the supervisor data. These data allowed answers to the question "How do the teachers', principals', and supervisors' perceptions compare for current practice and what practice should be?"

Finally, teacher and supervisor perceptions were compared by groups to determine answers to the question, "Do teachers' and supervisors' perceptions differ significantly based on the number of years experience they have had?"

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS OF THE STUDY

Introduction

This chapter presents the data ,analyses, and findings of the study based on the research questions. Data presented in this chapter were collected by use of the questionnaires. This instrumentation was selected to determine the perceptions of teachers, principals, and supervisors about the present practice and the ideal practice of instructional supervision. The 663 usable, returned questionnaires (277 teachers, 215 principals, and 171 supervisors), were analyzed in terms of the research questions which guided this study:

1. What are the perceptions of teachers, principals, and supervisors of current supervisory practice?
2. How do these perceptions of current practice compare with those of similar groups studied in 1976?
3. How do the teachers', principals', and supervisors' perceptions compare for current practice and what practice should be?

Findings and results of the study are organized and discussed in terms of the research questions. In the first section, research question one will be considered along with the data that answer the question. Data are presented by group (teacher, principal, and supervisor) in terms of

their perceptions of the current practice of supervision, their perceptions of the ideal practice and a comparison of perceptions by experience for each group about current and ideal practice. While the first section deals primarily with research question one regarding the current practice of supervision, it should be noted that some of the tables in the first section also contain data that refer to the perceptions held by the three groups about the ideal practice of various aspects of instructional supervision. This allows visual comparison of the real and ideal.

The second section deals with research question two which is considered by a comparison of data from the current study and data from a study completed in 1976. Since the data from 1976 do not include information about the perceptions of the three groups regarding the ideal practice, this section focuses on the differences, if any, in perceptions about the present practice of instructional supervision.

The final section focuses on research question three and presents data that are the result of comparisons between the three groups studied regarding their perceptions of present the practice and the ideal practice of providing supervisory support services (part D of the questionnaire). Due to the question structure of the questionnaires, section D, dealing with the provision of supervisory support services, is the only section that allows cross-group

comparisons. Rather than considering this situation a handicap, it was determined that this section better than any of the others deals with the activities that are generally agreed to be the focus of instructional supervision.

Services of the University of Tennessee Computer Center were used to perform statistical manipulations and tests of the raw data, and the SAS, version 6.04, provided absolute frequencies, relative frequencies (percentages), adjusted frequencies (percentages), and cumulative frequencies (percentages) with their totals. The computer analyses also provided information as to the number of valid responses and the number of missing responses for each variable. Data were presented in tabular form and organized to conform generally to the sections of the questionnaire in an attempt to answer the research questions posed.

Research Question Number One: What are the perceptions of teachers, principals, and supervisors of current supervisory practice?

Teachers' Perceptions

Teacher returns analyzed, from the 383 mailed, totaled 277 (72 percent). The largest group of teachers responding, 148 (53 percent), classified themselves as elementary teachers. Middle school or junior high teachers comprised

sixty-three (23 percent) of the respondents, and sixty-six (24 percent) indicated that they taught at the high school level.

Asked to categorize their school system, the largest group of respondents, 101 (36 percent), described their system as county, predominately rural. Seventy-one (26 percent) teachers reported their school system as county, urban-suburban. Forty-four (16 percent) teachers described their system as being in a city of 125,000 + population. The category of city, less than 25,000 population, was indicated as descriptive of their system by thirty-two (12 percent) of the teacher respondents, and twenty-nine (10 percent) reported their system in a city of 25,000 - 125,000 population.

The educational level of responding teachers showed the largest group, 109 (39 percent), to be those who held the Bachelors degree. Ninety-eight (35 percent) indicated they held the Master's degree, sixty-three (23 percent) had a Master's degree plus additional hours, and six (2 percent) reported having a Doctorate. Only two teachers reported that they had less than a Bachelor's degree.

When asked about the number of years of experience they had prior to the 1989-90 school year, the largest group, 118 (43 percent) indicated experience of fifteen or more years. Teachers who had seven to fifteen years numbered 106 (38 percent), and those with six years or less numbered fifty-

three (19 percent).

Teachers' Perceptions of Who Conducts Classroom Observations and Conferences. Table 1 contains the data which show the teachers' perceptions of the frequency and duration of observations and conferences, and who was perceived to have held them during the 1989 - 1990 school year. The questions that generated the data in this tabel were found in part B of the questionnaire which asked teachers who conducted classroom observations and conferences, as well as the number of and the length in minutes of the observations and conferences. The largest group of respondents (43 percent) indicated that the principal had observed their classroom one or two times during the year (1989-1990). A smaller number (16 percent), indicated that the principal had observed the class three or more times. However, thirty-three percent reported that their principal had not observed their classroom at all during the year.

The majority of teachers (63 percent) reported receiving no classroom observations from general instructional supervisors, or subject area specialists (76 percent).

When asked to report the duration in minutes of the observations they did receive from their principal, sixty-

Table 1. Teachers' Perceptions of the Number and Frequency of Classroom Observations and Conferences, and Who conducted Them During the School Year 1989 - 1990.

1989-1990 Classroom Observations				Total N of Teacher Questionnaires Analyzed = 277		1989 - 1990 Conferences				
Number			Length	Who conducted the activity?		Number		Length		
None	1-2	3+	1-30	30+		None	1-5	6+	1-30	30+
(percent)			(percent)			(percent)			(percent)	
33	43	24	66	34	Principal	33	55	12	95	5
61	29	10	67	33	Assistant Principal	50	40	10	86	14
93	1	6	67	33	Dept. or grade chairperson of team leader	78	15	7	83	17
*94	1	5	58	19	Building level curriculum leader	85	10	5	88	12
70	13	18	69	31	Other support personnel, such as: areas of reading, special education, career and vocational ed., federal title programs	59	30	11	86	14
*63	30	7	65	35	General instructional supervisor or consultant from the school system	*63	35	1	91	9
*76	21	3	63	37	Subject area or grade specialist or consultant from the school system	77	20	3	77	23
*93	4	2	82	18	Instructional supervisor from cooperative	90	7	3	78	22
97	3	-	80	20	Assistant supervisor from cooperative	96	4	-	83	17
86	8	6	100	-	Superintendent	90	9	1	80	20

* Missing responses account for totals not equaling 100 percent

six percent of the teachers reported that the observations lasted from 1 to 30 minutes and 34 percent indicated the observations lasted more than thirty minutes. The general supervisors' observations were reported to have had a duration of 1 to 30 minutes by sixty-nine percent of the teachers, while a smaller number (31 percent) indicated the observations were more than 30 minutes in length.

A majority of teachers (86 percent or greater) reported having no classroom observations by a department chairperson, school curriculum leader, the supervisor or assistant supervisor from an educational cooperative or from their superintendent.

Teachers were more likely to receive one or two classroom observations from their principal (43 percent), assistant principal (29 percent), general supervisor (30 percent) or subject area or grade specialist (21 percent). One or two observations were received in smaller numbers from other support personnel in areas such as reading, special education, career or vocational education, or federal entitlement programs (13 percent or less).

Teachers also indicated that the subject area or grade specialist consultant from the system (37 percent) was most likely to conduct an observation of more than thirty minutes, while the general supervisor (35 percent) was the next most likely to observe in the classroom for more than thirty minutes. The principal was perceived as observing

for more than thirty minutes by 34 percent of the teachers.

When teachers were asked about the number of conferences regarding their instructional conducted by the principal, the largest group (55 percent) reported having had 1-5 such conferences. Several teachers (40 percent) also indicated that the assistant principal conducted 1-5 conferences with them. These same teachers indicated that the principal (12 percent) and the assistant principal (10 percent) respectively were the most likely to have six or more conferences with them.

The next most frequent report of conferencing (1-5 conferences) was indicated to be with the general instructional supervisor or consultant by thirty-five percent of the teachers. Other support personnel (30 percent) and subject area or grade specialists (20 percent) followed in frequency of 1-5 conferences. The largest group of teachers (11 percent) perceived that the other support personnel, from the remaining categories, conducted six or more conferences, while all other categories were reported to be seven percent or less.

As to the duration in minutes of the conferences held, the majority of teachers (95 percent) perceived them as being 1-30 minutes in length as conducted by principals. General instructional supervisors were perceived by ninety-one percent of the teachers as conducting conferences of 1-30 minutes. All other groups were perceived by eighty-eight

percent or less of the teachers as conducting conferences of 1-30 minutes. The person seen by teachers (23 percent) as most likely to conduct a conference of more than thirty minutes' duration was the subject area or grade specialist, followed by the instructional supervisor from a cooperative as reported by twenty-two percent of the teachers.

Teachers' Feelings Regarding Classroom Observations and Conferences. Table 2 contains the data describing teachers' feelings about present practices and ideal practices of observations and conferences. Part C of the questionnaire contained twenty questions in which teachers were asked to indicate their feelings about classroom observations and conferences which they received during the school year 1989-1990. Several teachers indicated that they were not observed or evaluated during the school year and therefore chose to not answer the questions in part C. The responses of those who did answer make up the data analyzed in this section.

Respondents were asked to rate their responses on a five-point Likert-type scale which consisted of "usually," "not usually," "seldom," "never," or "not applicable." Additionally, respondents were asked to rate not only their feelings as to the present practice of observations and conferences, but also, on a Likert-type scale, their

Table 2. Teachers' Feelings About Present Practices and Ideal Practices of Observations and Conferences Which They Experienced During the School Year 1989 - 1990.

Present Practice		Total N of Teacher Questionnaires Analyzed = 277		Ideal Practice	
Usually	Usually Applicable (Percent)	Not	Item	Usually Usually Applicable (Percent)	Not Usually Applicable (Percent)
58	25	17	1. Were the classroom observations scheduled in advance?	47	51
13	63	24	2. Did you request the observation?	8	79
45	36	19	3. Were the observations preceded by a conference?	51	45
55	25	20	4. Afterwards, did you receive a written report?	71	24
57	24	19	5. Were observations followed by a conference?	69	27
45	34	21	6. Did you find the observations helpful?	54	39
73	8	19	7. Did you feel confident while being observed?	68	27
59	23	18	8. Were observations long enough to include an entire lesson?	53	43
9	73	18	9. Were observations disruptive to the class?	6	89
62	20	18	10. Were Observations for evaluation purposes?	34	62

Table 2 (continued)

Present Practice			Total N of Teacher Questionnaires Analyzed = 277		Ideal Practice		
Usually	Not Usually Applicable (Percent)	Item	Usually	Not Usually Applicable (Percent)	Usually	Not Usually Applicable (Percent)	
11	75	14	11.	Did you visit other teachers and observe their instructional program?	21	74	5
11	67	22	12.	Did you request the conference?	20	69	11
51	29	20	13.	Were conferences scheduled in advance?	50	42	8
53	25	22	14.	Did the conferences include observation of instruction?	51	42	7
60	14	26	15.	Were you the only teacher present at the conference?	51	42	7
11	69	20	16.	Were conferences held in the presence of students?	7	87	6
20	70	10	17.	Were faculty meetings used for solving instructional problems?	14	82	4
23	68	9	18.	Were you included in district-wide planning for curriculum and instruction?	40	58	2
43	37	20	19.	Did you receive adequate support in solving your instructional problems?	63	33	4
55	33	12	20.	Did you confer with other teachers in your instructional planning?	49	47	4

feelings about the ideal practice of observations and conferences.

After examining the data from the returned questionnaires, it was decided that the data could be more effectively analyzed and compared if the categories on the Likert-type scales were collapsed to include "usually," "not usually," or "not applicable," without compromising the accuracy of the responses.

Of the twenty questions in section C, a majority of teachers agreed (51 percent or more) that "usually" was the appropriate response to ten of the questions. i.e., yes this usually happened. They are:

1. Were the classroom observations scheduled in advance? (58 percent)
2. Afterwards, did you receive a written report? (55 percent)
3. Were observations followed by a conference? (57 percent)
4. Did you feel confident while being observed? (73 percent)
5. Were observations long enough to include an entire lesson? (59 percent)
6. Were observations for evaluation purposes? (62 percent)
7. Were conferences scheduled in advance? (51 percent)
8. Did the conferences include observation of instruction? (53 percent)
9. Were you the only teacher present at the conference? (60 percent)
10. Did you confer with other teachers in your instructional planning? (55 percent)

Teachers agreed that the remaining ten questions were best answered "not usually," or "not applicable."

When asked to respond to the same questions and provide their feelings about the ideal practice of observations and

conferences, 50 percent or more of the teachers indicated that "usually" was the appropriate response for the following ten (of twenty) questions:

1. Were the observations preceded by a conference? (51 percent)
2. Afterwards, did you receive a written report? (71 percent)
3. Were observations followed by a conference? (69 percent)
4. Did you find the observations helpful? (54 percent)
5. Did you feel confident while being observed? (68 percent)
6. Were observations long enough to include an entire lesson? (53 percent)
7. Were conferences scheduled in advance? (50 percent)
8. Did the conference include observation of instruction? (51 percent)
9. Were you the only teacher present at the conference? (51 percent)
10. Did you receive adequate support in solving your instructional problems? (63 percent)

Teachers indicated strong agreement that the following five practices or aspects of practices should "not usually" ideally be provided:

1. Did you request the observation? (79 percent)
2. Were observations disruptive to the class? (89 percent)
3. Did you visit other teachers and observe their instructional program? (74 percent)
4. Were conferences held in the presence of students? (87 percent)
5. Were faculty meetings used for solving instructional problems? (82 percent)

Table 3 presents the data regarding teachers' feelings about the present practice of observations and conferences (section C on the questionnaire) in terms of teachers who had 0-6 years of experience, and those who had seven, or more, years of experience prior to the 1989-1990

Table 3. (continued)

0-6 Years Experience		Total N of Teacher Questionnaires Analyzed = 277		7+ Years Experience		χ^2
U	N/U (Percent)	Item	N/A	U	N/U (Percent)	
12	86	2	11.	10	73	7.455*
12	72	16	12.	11	66	1.092
64	30	6	13.	48	28	7.546*
69	25	6	14.	49	25	10.500*
76	14	10	15.	57	14	8.098*
11	85	4	16.	11	65	9.705*
34	63	2	17.	16	72	11.258*
31	65	4	18.	21	68	3.643
55	33	12	19.	40	38	4.344
71	23	6	20.	52	35	6.403*

U=Usually, N/U=Not Usually, N/A= Not Applicable

* Value significant at the .05 level

school year.

Chi-square analyses revealed significant differences in the opinions of these two groups on fifteen of the twenty items. The items on which they significantly differed are:

1. Were the classroom observations scheduled in advance?
3. Were the observations preceded by a conference?
4. Afterwards, did you receive a written report?
5. Were observations followed by a conference?
6. Did you find the observations helpful?
7. Did you feel confident while being observed?
8. Were observations long enough to include an entire lesson?
10. Were observations for evaluation purposes?
11. Did you visit other teachers and observe their instructional program?
13. Were conferences scheduled in advance?
14. Did the conference include observation of instruction?
15. Were you the only teacher present at the conference?
16. Were conferences held in the presence of students?
17. Were faculty meetings used for solving instructional problems?
20. Did you confer with other teachers in your instructional planning?

On all items but one item, the teachers in the 0-6 years experience group chose "usually" as the response to these items significantly more frequently than did the teachers in the seven-plus years of experience group. On item number seventeen, regarding the use of faculty meetings for solving instructional problems, teachers in both groups chose "not usually" more frequently than "usually." However, the teachers in the seven-plus years of experience group chose "not usually" or "not applicable" significantly more frequently (84 percent) than did the teachers in the 0-

6 years of experience group (64 percent).

Table 4 presents data that are the result of a comparison of teachers' responses based on the number of years of experience they reported having prior to the 1989 - 1990 school year. The data reveal differences between the perceptions of teachers. These data are the result of Chi-square analyses of the responses provided by the teachers regarding their perceptions of the ideal practice of observations and conferences.

Teachers differed significantly on only five of the twenty items in part C of the questionnaire (listed by questionnaire item number).

3. Were the observations preceded by a conference?
5. Were observations followed by a conference?
6. Did you find the observations helpful?
8. Were observations long enough to include an entire lesson?
10. Were observations for evaluation purposes?

On each of these items, teachers in the 0-6 years of experience group chose "usually" as their response significantly more frequently than did the teachers in the seven-plus years of experience group.

Teachers' Perceptions of Supervisory Support Services.

Table 5 describes teachers' feeling about the way supervisory services were provided during the school year 1989 -1990, and the way they should ideally be provided. In part D of the questionnaire, teachers were asked to respond "usually," "not usually," or "not applicable" to twenty-one statements pertaining to whether certain specified

Table 4. A Comparison of Teacher Responses, Compared by Years of Teaching Experience, Describing Their Feelings About the Ideal Practice of Observations and Conferences.

0-6 Years Experience				Total N of Teacher Questionnaires Analyzed = 277				7+ Years Experience			
U	N/U (Percent)	N/A	Item	U	N/U (Percent)	N/A	df	X ²			
51	47	2	1. Were the classroom observations scheduled in advance?	46	51	3	2	0.379			
9	74	17	2. Did you request the observation?	8	80	12	2	1.211			
66	28	6	3. Were the observations preceded by a conference?	48	49	3	2	7.688*			
81	13	6	4. Afterwards, did you receive a written report?	68	27	5	2	4.454			
81	13	6	5. Were observations followed by a conference?	66	30	4	2	6.229*			
75	19	6	6. Did you find the observations helpful?	49	44	7	2	12.668*			
74	21	6	7. Did you feel confident while being observed?	67	29	4	2	1.570			
70	25	6	8. Were observations long enough to include and entire lesson?	49	47	4	2	9.213*			
9	85	6	9. Were observations disruptive to the class?	5	90	5	2	1.516			
53	41	6	10. Were Observations for evaluation purposes?	30	67	3	2	11.461*			

Table 4. (continued)

0-6 Years Experience			Total N of Teacher Questionnaires Analyzed = 277			7+ Years Experience		
U	N/U (Percent)	N/A	Item	U	N/U	N/A (Percent)	df	X ²
26	72	2	11. Did you visit other teachers and observe their instructional program?	20	74	6	2	2.062
25	58	17	12. Did you request the conference?	19	71	10	2	3.768
61	31	8	13. Were conferences scheduled in advance?	48	44	8	2	3.059
62	30	8	14. Did the conferences include observation of instruction?	48	44	8	2	3.861
62	30	8	15. Were you the only teacher present at the conference?	48	44	8	2	3.850
8	89	3	16. Were conferences held in the presence of students?	7	87	6	2	0.416
21	77	2	17. Were faculty meetings used for solving instructional problems?	12	83	5	2	3.179
42	57	2	18. Were you included in district-wide planning for curriculum and instruction?	39	58	3	2	0.201
70	28	2	19. Did you receive adequate support in solving your instructional problems?	61	34	5	2	2.096
58	37	5	20. Did you confer with other teachers in your instructional planning?	47	50	3	2	2.480

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level.

Table 5. Teacher Responses Describing Their Feelings About the Way Supervisory Support Services Were Provided During the School Year 1989 - 1990, and the Way They Should Ideally be Provided.

Present Practice		Total N of Teacher Questionnaires Analyzed = 277		Ideal Practice	
Usually	Not Usually (Percent)	Not Applicable	Item	Usually	Not Usually (Percent)
73	26	1	1. Providing instructional materials	78	22
49	51	-	2. Involving teachers in system-wide instructional programs	66	34
37	61	2	3. Assisting in developing effective disciplinary techniques	63	37
52	47	1	4. Planning in-service activities	63	37
40	57	3	5. Evaluating teachers	48	50
23	76	1	6. Providing teaching demonstrations	46	54
44	55	1	7. Consulting with teachers on instructional problems	62	38
62	37	1	8. Dispensing information	74	25
44	54	2	9. Serving as two way communications link with the central office	68	30
30	68	2	10. Helping describe and analyze instructional processes	55	44
39	60	1	11. Helping define instructional objectives	59	40
					1

Table 5. (continued)

Present Practice		Total N of Teacher Questionnaires Analyzed = 277		Ideal Practice	
Usually	Not Usually Applicable (Percent)		Item	Usually	Not Usually Applicable (Percent)
31	69	-	12. Helping select appropriate instructional activities	54	45
36	63	1	13. Helping choose methods for evaluating student progress	56	44
60	39	1	14. Informing teachers of professional growth activities	73	26
36	63	1	15. Aiding in development of curricula	63	36
17	75	8	16. Conducting or directing research	39	57
56	43	1	17. Facilitating good human realtions within school and community	70	30
26	64	10	18. Acting as change agent	49	43
40	58	2	19. Providing psychological support	65	34
34	66	-	20. Suggesting new ideas and approaches for instruction	60	40
26	72	2	21. Assisting in classroom organization and arrangement	44	56

instructional supervisory support services were provided for them during the school year. Additionally, they were asked to respond to the same statements regarding the way supervisory support services should "ideally" be provided to them.

Of the twenty-one instructional supervisory support services about which teachers were asked, a majority agreed that only five of the services were "usually" provided when needed. Majorities of 52 percent or greater agreed that the following services were "usually" provided:

1. Providing instructional materials (73 percent)
2. Planning in-service activities (52 percent)
3. Dispensing information (62 percent)
4. Informing teachers of professional growth activities (60 percent)
5. Facilitating good human relations (56 percent)

Majorities of 51 percent or greater of the teachers agreed that the remaining sixteen services were "not usually" provided when needed.

In regard to the way services should ideally be provided, a majority of 54 percent or greater of the teachers agreed that sixteen of the 21 items should be "usually" provided. These services include:

1. Providing instructional materials (78 percent)
2. Involving teachers in system-wide instructional programs (66 percent)
3. Assisting in developing effective disciplinary techniques (63 percent)
4. Planning in-service activities (63 percent)
5. Consulting with teachers on instructional problems (62 percent)
6. Dispensing information (74 percent)
7. Serving as a two way communications link with the central office (68 percent)

8. Helping describe and analyze instructional processes (55 percent)
9. Helping define instructional objectives (59 percent)
10. Helping select appropriate instructional activities (54 percent)
11. Helping choose methods for evaluating student progress (56 percent)
12. Informing teachers of professional growth activities (73 percent)
13. Aiding in development of curricula (63 percent)
14. Facilitating good human relations within school and community (70 percent)
15. Providing psychological support (65 percent)
16. Suggesting new ideas and approaches for instruction (60 percent).

The remaining five items on the list were rated "not usually," or "not applicable" most frequently by teachers as the way supervisory services should be ideally provided. These five items were also rated "not usually" most often by the teachers in their assessment of present practices of providing supervisory support services.

In Table 6 teachers who reported 0-6 years of teaching experience and those who reported having seven or more years of experience prior to the 1989-1990 school year are compared. Of the twenty-one items in section D of the questionnaire, the two groups of teachers disagreed to a significant degree on only three items. Item number seven, consulting with teachers on instructional problems, drew "usually" responses from 63 percent of the teachers in the 0-6 years of experience category, while only 39 percent of the seven years plus group responded "usually."

Item 17, facilitating good human relations within the

Table 6. A Comparison of Teacher Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Were Provided During the School Year 1989 - 1990.

0-6 Years Experience			Total N of Teacher Questionnaires Analyzed = 277		7+ Years Experience				
Usually	Usually	Not Applicable (Percent)	Item	U	N/U	N/A	df	X ²	
									(Percent)
75	25	-	1. Providing instructional materials	73	27	-	2	0.319	
37	63	-	2. Involving teachers in system-wide instructional programs	51	48	1	2	4.430	
42	56	2	3. Assisting in developing effective disciplinary techniques	36	62	2	2	0.758	
52	48	-	4. Planning in-service activities	53	47	-	2	0.253	
48	52	-	5. Evaluating teachers	38	58	4	2	2.746	
35	65	-	6. Providing teaching demonstrations	20	79	1	2	5.085	
63	37	-	7. Consulting with teachers on instructional problems	39	60	1	2	10.618*	
69	31	-	8. Dispensing information	60	38	2	2	0.395	
41	59	-	9. Serving as two way communications link with the central office	45	43	2	2	1.071	
31	69	-	10. Helping describe and analyze instructional processes	30	68	2	2	1.204	
48	52	-	11. Helping define instructional objectives	37	62	1	2	2.408	

Table 6. (continued)

0-6 Years Experience		Total N of Teacher Questionnaires Analyzed = 277		7+ Years Experience			
Usually	Not Usually Applicable (Percent)	Item		U	N/U	N/A	X ²
38	62	-	12. Helping select appropriate instructional activities	29	70	1	2.290
42	58	-	13. Helping choose methods for evaluating student progress	35	65	-	1.488
65	35	-	14. Informing teachers of professional growth activities	59	40	1	0.877
27	73	-	15. Aiding in development of curricula	38	60	2	3.576
25	63	12	16. Conducting or directing research	15	78	7	4.415
71	29	1	17. Facilitating good human relations within school and community	52	46	2	6.265*
31	51	18	18. Acting as change agent	25	67	8	6.139*
29	71	-	19. Providing psychological support	43	55	2	5.329
40	60	-	20. Suggesting new ideas and approaches for instruction	33	67	-	1.335
35	65	-	21. Assisting in classroom organization and arrangement	24	74	2	3.237

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

school and community, prompted a majority of the 0-6 years experience group (71 percent) to respond "usually," while a significantly smaller group of the 7+ years group (52 percent) responded "usually." Item 18, acting as a change agent, drew responses of "usually" 31 percent and "not usually" (51 percent) from the 0-6 years of experience group, while the 7+ years group responded "usually" (25 percent) and "not usually" (67 percent) to create a statistically significant difference. Significant differences were not found on any of the remaining eighteen items which indicates that teachers from the two experience categories were generally in agreement on the majority of the items specified as supervisory support services.

Table 7 presents the data comparing the two teacher groups (0-6 years experience and 7+ years experience) in their responses to the way supervisory support services should ideally be provided. Of the twenty-one items listed in section D of the questionnaire, the teachers in this comparison disagreed significantly on only four items.

These items (by questionnaire number) were:

1. Providing instructional materials - 96 percent of the 0-6 years group responded "usually", while 73 percent of the 7+ years group responded "usually."
11. Helping define instructional objectives - 83 percent of the 0-6 years group rated this item "usually," while 54 percent of the 7+ years group responded "usually."
20. Suggesting new ideas and approaches for

Table 7. A Comparison of Teacher Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Should Ideally Be Provided.

0-6 Years Experience			Total N of Teacher Questionnaires Analyzed = 277		7+ Years Experience				
Usually	Usually (Percent)	Not Applicable	Item	U	N/U	N/A	df	X ² (Percent)	
96	4	-	1. Providing instructional materials	73	27	-	1	12.750*	
71	29	-	2. Involving teachers in system-wide instructional programs	64	35	1	2	1.215	
71	29	-	3. Assisting in developing effective disciplinary techniques	62	38	-	1	1.658	
63	37	-	4. Planning in-service activities	63	37	-	1	0.253	
56	44	-	5. Evaluating teachers	46	52	2	2	2.561	
52	48	-	6. Providing teaching demonstrations	44	55	1	2	1.148	
75	25	-	7. Consulting with teachers on instructional problems	58	41	1	2	4.967	
79	21	-	8. Dispensing information	73	26	1	2	1.315	
67	33	-	9. Serving as two way communications link with the central office	68	30	2	2	1.116	
69	31	-	10. Helping describe and analyze instructional processes	52	47	1	2	5.749	
83	17	-	11. Helping define instructional objectives	54	45	1	2	14.655*	

Table 7. (continued)

0-6 Years Experience			Total N of Teacher Questionnaires Analyzed = 277			7+ Years Experience		
Usually	Not Usually	Not Applicable	Item	U	N/U	N/A	df	X ²
(Percent)				(Percent)				
65	35	-	12. Helping select appropriate instructional activities	52	48	-	2	3.512
63	37	-	13. Helping choose methods for evaluating student progress	54	46	-	2	1.726
73	27	-	14. Informing teachers of professional growth activities	74	26	-	2	0.248
73	27	-	15. Aiding in development of curricula	61	38	1	2	3.040
48	44	8	16. Conducting or directing research	37	60	3	2	5.217
73	27	-	17. Facilitating good human realtions within school and community	69	30	1	2	0.724
59	31	10	18. Acting as change agent	46	46	8	2	3.543
65	35	-	19. Providing psychological support	65	34	1	2	0.949
73	27	-	20. Suggesting new ideas and approaches for instruction	57	43	-	1	4.332*
65	35	-	21. Assisting in classroom organization and arrangement	39	61	-	1	11.724*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

instruction - 73 percent of the 0-6 years group marked "usually," while 57 percent of the 7+ years group marked "usually."

21. Assisting in classroom organization and arrangement - 65 percent of the 0-6 years group rated this item "usually," while 39 percent of the 7+ years group rated it "usually."

Principals' Perceptions

Principal returns analyzed, of the 306 mailed, totaled 215 (70 percent). The largest group of principals responding, 105 (49 percent), classified themselves as elementary school principals. The next largest group, 68 (32 percent), was comprised of high school or K-12 principals, and 41 (19 percent) were Middle school or junior high principals.

When asked to classify their school district, most principals, 87 (40 percent) responded that their setting could be classified as rural. Forty-eight principals (22 percent) indicated that their system could best be described as urban-suburban, while 31 (14 percent) described their system as being in a city of 125,000+ population. Twenty-seven (13 percent) principals described their system as in a city with 25,000-125,000 population, and twenty-one (10 percent) indicated their setting as a city with less than 25,000 population.

The largest group of principals, 130 (60 percent) indicated having more than seven years of administrative experience prior to the 1989-1990 school year. Fifty-seven

(27 percent) principals reported having 3-6 years of experience, and 27 (13 percent) reported 0-2 years of experience in administration.

Principals' Perceptions of the Frequency and Length of Classroom Observations and Conferences. Table 8 contains the data relative to the principals' perceptions about observations and conferences conducted by them during the school year 1989-1990. This table deals primarily with their perceptions of the number of observations and conferences and the length of those observations and conferences.

The largest group of principals (71 percent) reported conducting eleven or more classroom observations during the year. Twenty-eight percent reported conducting 1-10 observations and only one percent reported having conducted no observations. The majority of principals (70 percent) indicated that the observations were thirty minutes or more in length, while 30 percent reported observations of 1-30 minutes in length.

Pre-observation conferences were reported as having occurred 1-10 times by 50 percent of the principals and 49 percent indicated they occurred more than eleven times. Most principals (91 percent) indicated that the pre-observation conferences they conducted lasted 1-30 minutes, while a smaller group (9 percent) perceived the conference to be

Table 8. Principals' Perceptions of the Number and Average Length of Classroom Observations and Conferences Conducted by Them during the School Year 1989 - 1990.

		Total N of Principal Questionnaires Analyzed = 215		Question:		Average Length in Minutes	
Frequency		During this school year, how many times and for how long did you do the following?					
None	1-10	11+				1-30	30+
(Percent)						(Percent)	
-	39	61	1. Have a personal contact with each teacher			93	7
2	48	50	2. Bring information and/or materials to a teacher			96	4
6	58	36	3. Confer with a single teacher about instruction without having a classroom observation			93	7
10	68	22	4. Confer with a small group of teachers about instruction without having a classroom observation			86	14
1	50	49	5. Conduct a pre-observation conference			91	9
1	51	48	6. Conduct a post-observation conference			80	20
14	71	15	7. Use faculty meetings for group planning for instruction			69	31
1	28	71	8. Conduct classroom observations			30	70
44	52	4	9. Give a teaching demonstration			77	23
33	64	3	10. Plan orientation sessions for newly-employed teachers			76	14
16	72	12	11. Spend extra time working with new teachers			81	19
14	81	5	12. Plan teacher in-service programs			56	44
6	70	24	13. Encourage teachers to try new teaching techniques			87	13
7	70	23	14. Confer with district-wide supervisor relative to instruction in your building			78	22
5	71	24	15. Meet with parents and community leaders to explain and promote school programs			64	36

more than 30 minutes in length.

A majority of principals (51 percent) reported having 1-10 post-observation conferences and 48 percent had more than eleven. These conferences were perceived to have lasted 1-30 minutes by 80 percent of the principals and twenty percent indicated the conference lasted 30 minutes or more.

When asked how frequently they had a personal contact with each teacher, 61 percent of the principals perceived they did so more than eleven times and 39 percent reported 1-10 times. The length of these contacts were perceived to be 1-30 minutes by 93 percent of the principals and more than 30 minutes by seven percent of the principals.

Majorities (52 percent and greater) of the principals reported doing the following 1-10 times:

- Giving a teaching demonstration (52 percent)
- Confer with a single teacher about instruction without having a classroom observation (58 percent)
- Plan orientation sessions for newly-employed teachers (64 percent)
- Confer with a small group of teachers about instruction without having a classroom observation (68 percent)
- Encourage teachers to try new teaching techniques (70 percent)
- Confer with district-wide supervisor (70 percent)
- Use faculty meetings for group planning for instruction (71 percent)
- Meet with parents and community leaders to explain and promote school programs (71 percent)
- Spend extra time working with new teachers (72 percent)
- Plan teacher in-service programs (81 percent).

Three activities were rated by majorities of principals as having occurred eleven times or more: Conducting classroom observations (71 percent), Having a personal

contact with each teacher (61 percent), and Bringing information and/or materials to a teacher (50 percent).

Of the fifteen activities, fourteen were agreed upon by the majority of principals (56 or greater) as averaging 1-30 minutes in length. Only conducting classroom observations received a majority of principal responses (70 percent) as lasting an average of longer than 30 minutes.

Principals' Feelings About the Practice of Observations and Conferences. Part C of the questionnaire asked principals to respond "usually," "not usually," or "not applicable" to twenty questions describing their feelings about the practice of observations and conferences pertaining to instruction which they conducted during the school year 1989-1990.

Table 9 reveals the responses as reported by the principals as to the current practice and also the ideal practice of observations and conferences.

Majorities (74 percent or greater) of the principals responded "usually" to fourteen of the twenty questions. The six questions to which they responded "not usually" more frequently were:

Did the teacher request the observation? (90 percent)
Were observations disruptive to the class? (96 percent)
Did the teacher request the conference? (82 percent)

Table 9. Principal Responses Describing Their Feelings About Present Practices of Observations and Conferences Which They Conducted During the School Year 1989 - 1990, and How They Should Ideally be Practiced.

Present Practice		Total N of Principal Questionnaires Analyzed = 215		Ideal Practice	
Usually	Not Usually Applicable (Percent)	Item	Usually	Not Usually Applicable (Percent)	Not Applicable
91	9	1. Were the classroom observations scheduled in advance?	20	80	-
6	90	2. Did Teacher request the observation?	2	94	4
92	8	3. Were the observations preceded by a conference?	59	41	-
92	7	4. Afterwards, did you submit a written report?	70	29	1
96	4	5. Were observations followed by a conference?	75	25	-
91	9	6. Did you think the observations were helpful to the teachers?	46	54	-
93	7	7. Did the teachers appear confident while being observed?	40	60	-
89	11	8. Were observations long enough to include and entire lesson?	63	37	-
4	96	9. Were observations disruptive to the class?	2	98	-
88	12	10. Were Observations for evaluation purposes?	16	84	-

Table 9 (continued)

Present Practice		Total N of Principal Questionnaires Analyzed = 215		Ideal Practice	
Usually	Not Usually Applicable (Percent)		Item	Usually	Not Usually Applicable (Percent)
96	4	-	11. Did you feel welcome in the classroom?	62	38
14	82	3	12. Did teacher request the conference?	11	85
91	9	-	13. Were conferences scheduled in advance?	43	57
93	7	-	14. Did the conferences include observation of instruction?	47	53
96	4	-	15. Did conferences involve only one teacher?	46	54
7	93	-	16. Were conferences held in the presence of students?	7	94
29	69	2	17. Were faculty meetings used for solving instructional problems?	13	84
90	10	-	18. Did you feel competent to deal with teachers' instructional problems?	48	52
74	18	8	19. Did you involve teachers in system-wide planning for curriculum and instruction?	48	46
25	74	1	20. Were you the only source of instructional supervisory support utilized by the teachers?	3	95

Were conferences held in the presence of students? (93 percent)

Were faculty meetings used for solving instructional problems? (69 percent)

Were you the only source of instructional supervisory support utilized by the teachers? (74 percent).

In contrast, when asked to respond with their opinion of the ideal practice when answering these same twenty questions, majorities of principals (52 percent or greater) indicated that "not usually" was the appropriate response for fourteen of the twenty questions and "usually" was the majority response for the following five questions:

Were observations preceded by a conference? (59 percent)

Afterwards, did you submit a written report? (70 percent)

Were observations followed by a conference? (75 percent)

Were observations long enough to include an entire lesson? (63 percent)

Did you feel welcome in the classroom? (62 percent).

One question, "Did you involve teachers in system-wide planning for curriculum and instruction?," received responses of "usually" (48 percent), "not usually" (46 percent), and "not applicable" (6 percent) respectively.

Table 10 presents the data from the comparison of responses of principals who reported having 0-6 years of experience with those who reported having seven or more years of experience in administration prior to the 1989-1990 school year.

Significant differences in principals perceptions that

Table 10. A Comparison of Principals' Responses, Based on Experience, Describing Their Feelings About Present Practices of Observations and Conferences Which They Conducted During the School Year 1989 - 1990.

0-6 Years Experience		Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience		X ²
U	N/U (Percent)	N/A	Item	U	N/U (Percent)	
93	7	-	1. Were the classroom observations scheduled in advance?	89	11	0.855
5	89	6	2. Did Teacher request the observation?	7	91	2.186
96	4	-	3. Were the observations preceded by a conference?	90	10	3.205
93	6	1	4. Afterwards, did you submit a written report?	91	7	0.151
98	2	-	5. Were observations followed by a conference?	95	5	1.190
86	14	-	6. Did you think the observations were helpful to the teachers?	94	6	4.750*
88	12	-	7. Did the teachers appear confident while being observed?	97	3	6.339*
90	10	-	8. Were observations long enough to include and entire lesson?	88	12	0.253
4	96	-	9. Were observations disruptive to the class?	4	95	0.666
89	11	-	10. Were Observations for evaluation purposes?	88	12	0.155

Table 10. (continued)

0-6 Years Experience		Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience		χ^2
U	N/U (Percent)	N/A	Item	U	N/U (Percent)	
95	5	-	11. Did you feel welcome in the classroom?	96	4	- 1 0.084
10	87	3	12. Did teacher request the conference?	18	79	3 2 2.594
93	7	-	13. Were conferences scheduled in advance?	90	9	1 2 1.030
90	10	-	14. Did the conferences include observation of instruction?	94	5	1 2 2.466
95	5	-	15. Did conferences involve only one teacher?	96	3	1 2 1.020
6	94	-	16. Were conferences held in the presence of students?	8	92	- 1 0.236
25	74	1	17. Were faculty meetings used for solving instructional problems?	33	66	1 2 1.553
80	20	-	18. Did you feel competent to deal with teachers' instructional problems?	97	3	- 1 16.474*
75	19	6	19. Did you involve teachers in system-wide planning for curriculum and instruction?	72	18	10 2 0.709
29	70	1	20. Were you the only source of instructional supervisory support utilized by the teachers?	23	76	1 2 0.827

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level.

resulted from the Chi-square analyses were noted on three of the twenty questions. When asked if they thought the observations were helpful to the teachers, the majority of principals with more than seven years experience (94 percent) responded "usually," while eighty-six percent of the 0-6 years experience group responded "usually." Ninety-seven percent of the seven-plus years group responded "usually" when queried if the teachers appear confident while being observed, and 88 percent of the 0-6 years group indicated "usually" as the majority response. When asked if they feel competent to deal with teachers' instructional problems, a majority of the principals in the seven-plus years of experience group (97 percent) indicated "usually," while eighty percent of the 0-6 years of experience group agreed that "usually" was the appropriate response.

While these differences were statistically significant, they reflected perceptions that were positive in direction and indicated that all the principals, regardless of experience, felt that the observations were helpful to teachers, or that teachers were confident and principals were competent to deal with teachers instructional problems.

Table 11 presents the data from a comparison of the two principal experience categories examined above as they were asked about the ideal practice of observations and conferences pertaining to instruction.

Table 11. A Comparison of Principals' Responses, Based on Experience, Describing Their Feelings About the Ideal Practice of Observations and Conferences.

0-6 Years Experience			Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience		
U	N/U (Percent)	N/A	Item		U	N/U (Percent)	N/A
							df
							X ²
19	81	-	1.	Were the classroom observations scheduled in advance?	21	78	- 1
1	95	4	2.	Did Teacher request the observation?	3	94	3 2
63	37	-	3.	Were the observations preceded by a conference?	56	44	- 1
70	29	1	4.	Afterwards, did you submit a written report?	69	30	1 2
85	15	-	5.	Were observations followed by a conference?	69	31	- 1
45	55	-	6.	Did you think the observations were helpful to the teachers?	47	53	- 1
39	61	-	7.	Did the teachers appear confident while being observed?	40	60	- 1
61	39	-	8.	Were observations long enough to include and entire lesson?	64	36	- 1
2	98	-	9.	Were observations disruptive to the class?	2	98	- 1
13	87	-	10.	Were Observations for evaluation purposes?	17	83	- 1
							0.646

Table 11. (continued)

0-6 Years Experience		Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience		X ²
U	N/U (Percent)	N/A	Item	U	N/U (Percent)	
56	44	-	11. Did you feel welcome in the classroom?	65	34	2.771
8	89	3	12. Did teacher request the conference?	13	82	2.470
40	60	-	13. Were conferences scheduled in advance?	45	55	0.400
43	57	-	14. Did the conferences include observation of instruction?	50	50	0.881
33	67	-	15. Did conferences involve only one teacher?	54	46	8.328*
4	96	-	16. Were conferences held in the presence of students?	7	93	1.123
11	85	4	17. Were faculty meetings used for solving instructional problems?	14	83	0.488
43	57	-	18. Did you feel competent to deal with teachers' instructional problems?	52	48	1.681
47	48	5	19. Did you involve teachers in system-wide planning for curriculum and instruction?	49	45	0.310
2	96	2	20. Were you the only source of instructional supervisory support utilized by the teachers?	3	94	0.491

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level.

Statistically significant differences resulting from Chi-square analyses were observed in only two of the twenty questions from part C of the questionnaire. A majority of principals in the 0-6 years of experience category (85 percent) agreed that "usually" was the appropriate response to the question, Were observations followed by a conference? Principals in the seven and over years of administrative experience category responded "usually" less frequently (69 percent) than their less experienced colleagues. The question, Did conferences involve only one teacher? drew responses of "usually" by 33 percent of the 0-6 years group and 54 percent of the 7+ years group, and "not usually" by 67 percent of the 0-6 years group and 46 percent of the 7+ years group respectively.

Principals' Perceptions of Supervisory Support Services.

Table 12 presents data that describe the principals' perception of the present practice of providing supervisory support services as presented in part D of the survey questionnaire. Principals were asked to respond "usually," "not usually," and "not applicable" to twenty-one statements that describe supervisory support activities. This table also presents data that describe the principals' perceptions of the way supervisory support services should ideally be provided. Principals were asked to respond to the same

Table 12. Principals' Responses Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year 1989 - 1990, and the Way They Should Ideally Be Provided.

Present Practice		Total N of Principal Questionnaires Analyzed = 215		Ideal Practice		
Usually	Usually (Percent)	Not Applicable	Item	Usually	Usually (Percent)	Not Applicable
86	13	1	1. Providing instructional materials	47	53	-
68	28	4	2. Involving teachers in system-wide instructional programs	49	49	2
85	15	-	3. Assisting in developing effective disciplinary techniques	55	44	1
73	27	-	4. Planning in-service activities	50	49	1
81	18	1	5. Evaluating teachers	55	44	-
40	58	2	6. Providing teaching demonstrations	31	69	-
86	13	1	7. Consulting with teachers on instructional problems	53	46	1
90	10	-	8. Dispensing information	59	49	-
86	13	1	9. Serving as two way communications link with the central office	57	42	1
71	29	-	10. Helping describe and analyze instructional processes	49	50	1
73	27	-	11. Helping define instructional objectives	54	46	-

Table 12. (continued)

Present Practice		Total N of Principal Questionnaires Analyzed = 215		Ideal Practice	
Usually	Usually Applicable (Percent)	Not	Item	Usually	Not Usually Applicable (Percent)
64	36	-	12. Helping select appropriate instructional activities	44	56
59	40	1	13. Helping choose methods for evaluating student progress	44	55
87	13	-	14. Informing teachers of professional growth activities	61	39
73	26	1	15. Aiding in development of curricula	57	43
38	57	5	16. Conducting or directing research	37	62
85	15	-	17. Facilitating good human relations within school and community	75	25
72	28	-	18. Acting as change agent	50	49
79	19	2	19. Providing psychological support	62	37
72	27	1	20. Suggesting new ideas and approaches for instruction	53	47
56	44	-	21. Assisting in classroom organization and arrangement	38	62

twenty-one items, at the same time as the present practice, to give their perceptions of the ideal by choosing "usually," "not usually," or "not applicable" for each item.

Majorities of principals (56 percent and greater) responded "usually" for nineteen of the twenty-one items that they perceived as describing the way they presently provide supervisory support services. Two items were determined to be "not usually" provided by the majority of principals:

1. Providing teaching demonstrations (58 percent)
2. Conducting or directing research (57 percent).

When asked to respond to the same twenty-one items in terms of the ideal way services should be provided by them, majorities of principals (50 percent or greater) responded "usually" to thirteen of the items. "Not usually" was the agreed upon response by a majority of principals (50 percent or greater) to the following seven items (by questionnaire item number):

1. Providing instructional materials (53 percent)
6. Providing teaching demonstrations
10. Helping describe and analyze instructional processes (50 percent)
12. Helping select appropriate instructional activities (56 percent)
13. Helping choose methods for evaluating student progress (55 percent)
16. Conducting or directing research (62 percent)
21. Assisting in classroom organization and arrangement (62 percent).

In Table 13, data are presented that describe principals' feelings about the way supervisory support

Table 13. A Comparison of Principals' Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year 1989 - 1990.

0-6 Years Experience			Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience				
Usually	Not Usually	Applicable	Not Applicable	Item	U	N/U	N/A	df	X ²
86	13	1	1.	Providing instructional materials	87	13	-	2	1.543
60	34	6	2.	Involving teachers in system-wide instructional programs	74	24	2	2	6.464*
93	7	-	3.	Assisting in developing effective disciplinary techniques	80	20	-	1	6.235*
64	35	1	4.	Planning in-service activities	78	22	-	2	6.031*
83	17	-	5.	Evaluating teachers	79	19	2	2	1.621
36	63	1	6.	Providing teaching demonstrations	43	55	2	2	1.360
93	6	1	7.	Consulting with teachers on instructional problems	82	18	-	2	7.757*
87	13	-	8.	Dispensing information	92	8	-	1	1.586
82	18	-	9.	Serving as two way communications link with the central office	89	10	1	2	3.148
69	30	-	10.	Helping describe and analyze instructional processes	72	28	-	2	1.628
67	32	1	11.	Helping define instructional objectives	77	23	-	2	3.747

Table 13. (continued)

0-6 Years Experience			Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience			
Usually	Not	Usually Applicable (Percent)	Item	U	N/U	N/A	df	X ² (Percent)
	Usually							
62	37	1	12. Helping select appropriate instructional activities	65	35	-	2	1.676
58	41	1	13. Helping choose methods for evaluating student progress	59	40	1	2	0.061
87	12	1	14. Informing teachers of professional growth activities	87	13	-	2	1.601
76	23	1	15. Aiding in development of curricula	71	29	-	2	2.412
36	62	2	16. Conducting or directing research	40	53	7	2	2.910
81	19	-	17. Facilitating good human realtions within school and community	88	12	-	1	1.759
68	30	2	18. Acting as change agent	74	26	-	2	2.080
80	19	1	19. Providing psychological support	79	19	2	2	0.053
70	29	1	20. Suggesting new ideas and approaches for instruction	74	26	-	2	1.709
52	48	-	21. Assisting in classroom organization and arrangement	59	41	-	1	0.916

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

services were provided by them during the school year 1989 1990, and a comparison is made of principals who reported having 0-6 years, and those who reported having seven or more years of administrative experience. Chi-square analyses revealed statistically significant differences between the perceptions of the principals, based on experience, on four of the twenty-one items included in part D of the questionnaire.

First, when asked if they involved teachers in system-wide instructional programs, seventy-four percent of the principals in the seven-plus years of experience category responded "usually," while 60 percent of the 0-6 years group responded "usually."

Second, when queried about assisting in developing effective disciplinary techniques, a majority (93 percent) of the 0-6 years experience group answered "usually," while 80 percent of the seven-plus years group answered the same.

Third, responding to the item about planning in-service activities, 78 percent of the seven-plus years group responded "usually," while 64 percent of the 0-6 years of experience group also responded "usually."

Finally, in regard to the question about consulting with teachers on instructional problems, the majority (93 percent) of the 0-6 years of experience group responded "usually," and 82 percent of the seven-plus years group answered "usually."

Once again, the differences in perceptions of principals by experience category are statistically significant but are positive majorities for each group that indicate that all principals feel the four activities mentioned above are generally provided "usually."

In Table 14, data are presented that reveal the perceptions of principals about the way supervisory support services should ideally be provided and is based on a comparison of principals who reported years of administrative experience as 0-6, or seven or more. Principals from both experience groups indicated general agreement on nineteen of the twenty-one items from part D of the survey questionnaire dealing with supervisory support activities. On only two activities were principals' perceptions found to be significantly different.

When asked if they involved teachers in system-wide instructional programs, 56 percent of the 0-6 years experience group responded "not usually," and 40 percent responded "usually," while 44 percent of the seven-plus years of experience group responded "not usually," and 55 percent responded "usually."

When asked about assisting in classroom organization and arrangement, 70 percent of the 0-6 years of experience group responded "not usually," and 30 percent responded "usually." Fifty-six percent of the seven-plus years of experience group responded "not usually," while 44 percent

Table 14. A Comparison of Principals' Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Should Ideally be Provided.

0-6 Years Experience			Total N of Principal Questionnaires Analyzed = 215			7+ Years Experience			
Usually	Usually	Not Applicable (Percent)		Item	U	N/U	N/A	df	X ² (Percent)
48	51	1	1.	Providing instructional materials	47	53	-	2	1.600
40	56	4	2.	Involving teachers in system-wide instructional programs	55	44	1	2	5.749*
57	43	-	3.	Assisting in developing effective disciplinary techniques	54	45	1	2	0.778
47	52	1	4.	Planning in-service activities	53	47	-	2	2.204
58	42	-	5.	Evaluating teachers	52	48	-	1	0.721
30	69	1	6.	Providing teaching demonstrations	31	69	-	2	1.563
55	44	1	7.	Consulting with teachers on instructional problems	52	48	-	2	1.722
60	40	-	8.	Dispensing information	59	41	-	1	0.013
57	43	-	9.	Serving as two way communications link with the central office	57	42	1	2	0.664
52	47	1	10.	Helping describe and analyze instructional processes	47	53	-	2	2.204
52	47	1	11.	Helping define instructional objectives	54	46	-	2	1.575
45	54	1	12.	Helping select appropriate instructional activities	44	56	-	2	1.595
50	49	1	13.	Helping choose methods for evaluating student progress	40	60	-	2	3.733
62	37	1	14.	Informing teachers of professional growth activities	60	40	-	2	1.728

Table 14. (continued)

0-6 Years Experience		Total N of Principal Questionnaires Analyzed = 215		7+ Years Experience			
Usually	Usually (Percent)	Not Applicable	Item	U	N/U	N/A	df (Percent)
52	46	2	15. Aiding in development of curricula	59	41	-	2
27	70	3	16. Conducting or directing research	43	56	1	2
80	20	-	17. Facilitating good human realtions within school and community	72	28	-	1
43	56	1	18. Acting as change agent	54	45	1	2
55	44	1	19. Providing psychological support	67	33	-	2
47	52	1	20. Suggesting new ideas and approaches for instruction	57	43	-	2
30	70	-	21. Assisting in classroom organization and arrangement	44	56	-	1
							4.311*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

responded "usually."

Supervisors' Perceptions

Of the questionnaires mailed to the sample of 212 supervisors, usable returns analyzed were 171 (80 percent). The largest group that responded to the survey, 60 (35 percent) was composed of secondary supervisors. The next largest group, 48 (28 percent), was comprised of supervisors who indicated they had responsibility for K-12. Elementary supervisors totaled 43 (25 percent) and specific subject area supervisors numbered 20 (12 percent).

When asked to classify their school system setting, 71 (42 percent) supervisors indicated that rural best described their situation. The next largest group 48 (28 percent) chose urban-suburban as the descriptor for their system. Twenty-two (13 percent) indicated a city setting of less than 25,000 population, 16 (9 percent) indicated a city with 25,000 - 125,000 population, and 13 (8 percent) indicated a city of more than 125,000 population as descriptive of their school system setting.

A majority of supervisors, 157 (92 percent) reported that they either were certified as a supervisor or would be at the beginning of the school year 1990 - 1991. Only fourteen (8 percent) reported that they did not have a Tennessee certificate for supervision.

The largest group of supervisors, 111 (65 percent), indicated that they had seven or more years of

administrative experience prior to the school year 1989 - 1990. The remaining group, 60 (35 percent) reported having had 0-6 years of administrative experience prior to the school year 1989 - 1990.

Supervisors' Perceptions of the Frequency and Length of Classroom Observations and Conferences. Table 15 contains the data which describe supervisors' perceptions of the number and length of classroom observations and conferences conducted by them during the school year 1989 - 1990. The data for this analysis were collected from part B of the questionnaire. Supervisors were asked to respond to seventeen statements that completed the question, "During this school year, how many times and for how long did you do the following?" This table deals primarily with the number and length in minutes of the classroom observations and conferences conducted by the supervisors during the school year 1989 - 1990.

When asked how often they conducted classroom observations, supervisors were nearly evenly divided between 1-10 times (49 percent) and eleven or more (41 percent). Ten percent of the supervisors reported have done no classroom observations during the school year. The observations that did occur were reported to have had a duration of 1-30 minutes by 39 percent of the supervisors and a duration of more than thirty minutes by 61 percent.

Table 15. Supervisors' Responses Describing the Number and Average Length of Classroom Observations and Conferences Conducted by Them During the School Year 1989 - 1990.

Total N of Supervisors Questionnaires Analyzed = 171				Average Length in Minutes	
Frequency		Item		1-30	30+
None	1-10 (Percent)			(Percent)	
-	46	1. Visit each assigned school building		29	71
1	69	2. Have a personal contact with each teacher		65	35
-	49	3. Bring information and/or material to a teacher		74	26
7	60	4. Confer with a single teacher about instruction without having a classroom observation		82	18
5	78	5. Confer with a small group of teachers about instruction without having a classroom observation		64	36
17	44	6. Conduct a pre-observation conference		84	16
16	46	7. Conduct a post-observation conference		72	28
10	49	8. Conduct classroom observations		39	61
42	54	9. Give a teaching demonstration		74	26
28	56	10. Have input in hiring teachers		62	38
21	77	11. Plan orientation sessions for newly-employed teachers		47	53

Table 15. (continued)

None	Frequency		Item	Average Length in Minutes	
	1-10 (Percent)	11+		1-30 (Percent)	30+
10	80	10	12. Spend extra time working with new teachers	51	49
5	80	15	13. Plan teacher in-service programs	26	74
22	47	31	14. Have input in teacher evaluation techniques	58	42
10	56	34	15. Help with selection of instructional material for schools	38	62
7	62	31	16. Confer with principals about their instructional programs	49	51
12	76	12	17. Meet with parents and community leaders to explain and promote school programs	35	65

When asked about conducting pre-observation conferences, 44 percent of the supervisors reported having done 1-10 and 39 percent reported eleven or more, while 17 percent reported no pre-observations conferences for the year. The pre-observation conferences conducted were reported to have lasted 1-30 minutes by 84 percent, and more than thirty minutes by 16 percent of the supervisors.

The largest group of supervisors (46 percent) indicated that they conducted post-observation conferences 1-10 times. The next largest group (39 percent) reported having conducted eleven or more post-observation conferences. Sixteen percent of the supervisors reported having conducted not post-observation conferences during the year. Of those who did have conferences, the majority (72 percent) indicated that they were 1-30 minutes in length, while 28 percent indicated the conferences were thirty minutes or more in length.

In response to the question about how many times they had a personal contact with each teacher, the majority (69 percent) indicated that occurred 1-10 times. Thirty percent reported eleven or more contact times with each teacher, and only one percent reported no personal contacts with each teacher throughout the year. The duration of the contacts with each teacher were perceived to be 1-30 minutes by 65 percent of the supervisors, while 35 percent felt their contacts were 30 minutes or more in length.

When asked how many times they visited each assigned school building, the majority of supervisors (54 percent) reported visiting eleven or more times, and 46 percent reported visiting 1-10 times. None of the supervisors indicated that they did not visit at least one time. The duration of these visits were perceived to have been 30 or more minutes in length by 71 percent of the supervisors, while the remaining 29 percent indicated the visits were 1-30 minutes in length.

Majorities of 54 percent or greater of the supervisors reported doing the following eleven activities 1-10 times during the school year:

1. Having a personal contact with each teacher (69 percent)
2. Conferring with a single teacher about instruction without having a classroom observation (60 percent)
3. Conferring with a small group of teachers about instruction without having a classroom observation (78 percent)
4. Giving a teaching demonstration (54 percent)
5. Having input in hiring teachers (56 percent)
6. Planning orientation sessions for newly-employed teachers (77 percent)
7. Spending extra time working with new teachers (80 percent)
8. Planning teacher in-service programs (80 percent)
9. Helping with selection of instructional materials for schools (56 percent)
10. Conferring with principals about their instructional problems (62 percent)
11. Meeting with parents and community leaders to explain and promote school programs (76 percent).

The two activities which a majority of supervisors agreed they participated in eleven or more times were (1) visiting each assigned school building (54 percent), and (2)

having a personal contact with each teacher (51 percent).

Of the seventeen activities, majorities 51 percent or greater of supervisors reported a duration of 1-30 minutes for ten activities. A duration of thirty minutes or more were reported by majorities of 51 percent or more of the supervisors for the following seven activities:

1. Visiting each assigned school building (71 percent)
2. Conducting classroom observations (61 percent)
3. Planning orientation sessions for newly-employed teachers (53 percent)
4. Planning teacher in-service programs (74 percent)
5. Helping with selection of instructional materials for schools (62 percent)
6. Conferring with principals about their instructional programs (51 percent)
7. Meet with parents and community leaders to explain and promote school programs (65 percent).

Supervisors' Feelings About the Practice of

Observations and Conferences. Table 16 presents the data describing supervisors' feelings about the present practices of observations and conferences pertaining to instruction which they conducted during the school year 1989 - 1990. It also contains data that reveals their perceptions of how observations and conferences should ideally be practiced.

Part C of the questionnaire asked supervisors to respond to twenty questions that describe their feelings about classroom observations and conferences. Response choices were "usually," "not usually," and "not applicable."

Majorities (71 percent or greater) responded "usually" to fourteen of the twenty questions. Interestingly, these

Table 16. Supervisors' Responses Describing Their Feelings About Present Practices of Observations and Conferences Which They Conducted During the School Year 1989 - 1990, and the Way They Should Ideally be Practiced.

Present Practice		Total N of Supervisor Questionnaires Analyzed = 171		Ideal Practice	
Usually	Usually (Percent)	Not Applicable	Item	Usually (Percent)	Not Applicable
82	14	4	1. Were the classroom observations scheduled in advance?	28	70
17	74	9	2. Did Teacher request the observation?	7	87
75	19	6	3. Were the observations preceded by a conference?	47	50
75	17	8	4. Afterwards, did you submit a written report?	64	31
90	4	6	5. Were observations followed by a conference?	73	23
91	4	5	6. Did you think the observations were helpful to the teachers?	46	51
88	7	5	7. Did the teachers appear confident while being observed?	37	60
83	11	6	8. Were observations long enough to include and entire lesson?	59	37
1	93	6	9. Were observations disruptive to the class?	4	93
71	20	9	10. Were Observations for evaluation purposes?	18	77
					5

Table 16. (continued)

Present Practice		Total N of Supervisor Questionnaires Analyzed = 171		Ideal Practice	
Usually	Usually Applicable (Percent)	Not Applicable	Item	Usually	Not Usually Applicable (Percent)
95	2	3	11. Did you feel welcome in the classroom?	58	40
23	70	7	12. Did teacher request the conference?	18	76
80	14	6	13. Were conferences scheduled in advance?	48	48
74	20	6	14. Did the conferences include observation of instruction?	44	53
89	6	5	15. Did conferences involve only one teacher?	37	59
10	86	4	16. Were conferences held in the presence of students?	7	92
25	55	20	17. Were faculty meetings used for solving instructional problems?	18	77
96	3	1	18. Did you feel competent to deal with teachers' instructional problems?	48	52
80	13	2	19. Did you involve teachers in system-wide planning for curriculum and instruction?	49	49
24	74	2	20. Were you the only source of instructional supervisory support utilized by the teachers?	8	90

are the same fourteen questions rated as "usually" by the school principals. Similarly, majorities (55 percent or greater) of the supervisors responded "not usually" to the same six questions identified by the principals as occurring "not usually." The six questions, and the percent of supervisor responses, are:

1. Did the teacher request the observation? (74 percent)
2. Were observations disruptive to the class? (71 percent)
3. Did the teacher request the conference? (70 percent)
4. Were conferences held in the presence of students? (86 percent)
5. Were faculty meetings used for solving instructional problems? (55 percent)
6. Were you the only source of instructional supervisory support utilized by the teachers? (74 percent).

In contrast, when asked their feelings about the way observations and conferences should ideally be conducted, majorities (50 percent or greater) of supervisors responded "not usually" to fourteen of the twenty items, and "usually" to four questions. The questions that drew responses of "usually" were (by questionnaire number):

4. Afterwards, did you submit a written report? (64 percent)
5. Were observations followed by a conference? (73 percent)
8. Were observations long enough to include an entire lesson? (59 percent)
11. Did you feel welcome in the classroom? (58 percent).

Two questions did not receive clear majorities for either "usually" or "not usually." When asked if

conferences were (should be) scheduled in advance, 48 percent of the supervisors responded "usually," and 48 percent responded "not usually," while four percent felt the question was "not applicable." When asked if they involved (should involve) teachers in system-wide planning for curriculum and instruction, 49 percent of the supervisors indicated "usually," and 49 percent indicated "not usually" as their choice. The remaining two percent felt the question was "not applicable."

Table 17 presents the data that resulted from the comparison of responses of supervisors who reported having 0-6 years of experience with those who reported having had seven or more years of experience in administration prior to the 1989 - 1990 school year about their feelings in regard to the present practice of observations and conferences.

No statistically significant differences resulting from the Chi-square analyses were found on any of the twenty questions contained in part C of the questionnaire. Supervisors could not be differentiated on the basis of the number of years of experience they had as a supervisor.

In Table 18, data are presented that describe the supervisors' feelings about the way observations and conferences should ideally be practiced. Supervisors' responses were compared on the basis of the number of years of experience reported on the questionnaire. Chi-square analyses revealed only one question on which the two

Table 17. A Comparison of Supervisors' Responses Describing Their Feelings About Present Practices of Observations and Conferences Which They Conducted During the School Year 1989 - 1990.

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171	7+ Years Experience			X ²	
U	N/U	N/A	Item	U	N/U	N/A		
(Percent)				(Percent)				
79	14	7	1. Were the classroom observations scheduled in advance?	83	14	3	2	0.903
12	78	10	2. Did Teacher request the observation?	20	72	8	2	1.806
78	17	5	3. Were the observations preceded by a conference?	74	20	6	2	0.321
79	12	9	4. Afterwards, did you submit a written report?	73	20	7	2	1.692
90	3	7	5. Were observations followed by a conference?	90	5	5	2	0.243
95	-	5	6. Did you think the observations were helpful to the teachers?	88	6	6	2	3.882
90	5	5	7. Did the teachers appear confident while being observed?	86	8	6	2	0.560
79	12	9	8. Were observations long enough to include and entire lesson?	85	10	5	2	0.951
1	90	9	9. Were observations disruptive to the class?	1	95	4	2	1.369
70	21	9	10. Were Observations for evaluation purposes?	72	19	9	2	0.639

Table 17. (continued)

0-6 Years Experience		Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience		X ²
U	N/U (Percent)	N/A	Item	U	N/U (Percent)	
97	2	1	11. Did you feel welcome in the classroom?	94	3	0.661
17	79	4	12. Did teacher request the conference?	27	65	3.836
84	12	4	13. Were conferences scheduled in advance?	77	16	1.743
72	22	6	14. Did the conferences include observation of instruction?	76	17	1.192
90	7	3	15. Did conferences involve only one teacher?	88	6	0.999
5	91	4	16. Were conferences held in the presence of students?	13	83	2.532
31	53	16	17. Were faculty meetings used for solving instructional problems?	22	56	2.116
95	3	2	18. Did you feel competent to deal with teachers' instructional problems?	96	3	0.288
72	19	9	19. Did you involve teachers in system-wide planning for curriculum and instruction?	85	10	3.836
33	66	1	20. Were you the only source of instructional supervisory support utilized by the teachers?	19	79	3.922

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level.

Table 18. A Comparison of Supervisors' Responses, Based on Experience, Describing Their Feelings About the Ideal Practice of Observations and Conferences.

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience				
U	N/U	N/A	Item		U	N/U	N/A	df	X ²
(Percent)									
19	81	-	1.	Were the classroom observations scheduled in advance?	33	65	2	2	5.359
2	89	9	2.	Did Teacher request the observation?	10	85	5	2	4.761
54	46	-	3.	Were the observations preceded by a conference?	44	53	3	2	3.368
65	30	5	4.	Afterwards, did you submit a written report?	63	31	6	2	0.042
79	18	3	5.	Were observations followed by a conference?	70	26	4	2	1.664
51	47	2	6.	Did you think the observations were helpful to the teachers?	44	53	3	2	1.083
40	58	2	7.	Did the teachers appear confident while being observed?	35	61	4	2	0.842
60	35	5	8.	Were observations long enough to include and entire lesson?	59	38	3	2	0.771
4	93	3	9.	Were observations disruptive to the class?	4	94	2	2	0.091
13	84	3	10.	Were Observations for evaluation purposes?	21	73	6	2	2.324

Table 18. (continued)

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience		
U	N/U	N/A	Item		U	N/U	N/A
(Percent)					(Percent)		
58	42	-	11.	Did you feel welcome in the classroom?	58	38	4
13	85	2	12.	Did teacher request the conference?	21	72	7
43	55	2	13.	Were conferences scheduled in advance?	51	44	5
39	57	4	14.	Did the conferences include observation of instruction?	46	51	3
30	67	3	15.	Did conferences involve only one teacher?	41	55	4
2	96	2	16.	Were conferences held in the presence of students?	8	98	2
7	79	14	17.	Were faculty meetings used for solving instructional problems?	8	75	17
58	82	-	18.	Did you feel competent to deal with teachers' instructional problems?	43	57	-
53	46	1	19.	Did you involve teachers in system-wide planning for curriculum and instruction?	47	50	3
16	81	3	20.	Were you the only source of instructional supervisory support utilized by the teachers?	5	94	1
							2
							7.876*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level.

experience groups differed significantly. When asked if they were (should be) the only source of instructional supervisory support utilized by the teachers, 94 percent of the supervisors in the seven-plus years of experience group responded "not usually," while 81 percent of the supervisors in the 0-6 years of experience group responded "not usually."

Supervisors could not be statistically distinguished from each other on the basis of the number of years of administrative experience on any of the other nineteen items in section C.

Supervisors' Perceptions of Supervisory Support Services

Table 19 presents the data that describe the supervisors' perceptions of the present practice of providing supervisory support services as presented in part D of the survey questionnaire. Supervisors were asked to respond "usually," "not usually," or "not applicable" to twenty-one statements that describe supervisory support activities. Additionally, the table presents the data that describe the supervisors' perceptions of the way supervisory support services should ideally be provided. Supervisors were asked to respond to the same twenty-one items to reveal their perceptions of the ideal practice by choosing "usually," "not usually," or "not applicable" for each item.

Majorities (54 percent or greater) of supervisors

Table 19. Supervisors' Responses Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year 1989 - 1990, and the Way They Should Ideally be Provided.

Present Practice			Total N of Supervisor Questionnaires Analyzed = 171		Ideal Practice		
Usually	Usually	Not Applicable (Percent)		Item	Usually	Not Usually (Percent)	Not Applicable
87	11	2	1.	Providing instructional materials	46	54	-
81	18	1	2.	Involving teachers in system-wide instructional programs	53	46	1
54	44	2	3.	Assisting in developing effective disciplinary techniques	35	63	2
87	12	1	4.	Planning in-service activities	67	32	1
64	29	7	5.	Evaluating teachers	46	50	4
42	54	4	6.	Providing teaching demonstrations	22	75	3
87	13	-	7.	Consulting with teachers on instructional problems	56	44	-
96	4	-	8.	Dispensing information	54	46	-
94	6	-	9.	Serving as two way communications link with the central office	59	40	1
76	23	1	10.	Helping describe and analyze instructional processes	48	51	1
80	19	1	11.	Helping define instructional objectives	62	38	-

Table 19. (continued)

Present Practice		Total N of Supervisor Questionnaires Analyzed = 171		Ideal Practice	
Usually	Usually (Percent)	Not Applicable	Item	Usually	Not Usually (Percent)
73	27	-	12. Helping select appropriate instructional activities	52	48
60	39	1	13. Helping choose methods for evaluating student progress	42	57
90	10	-	14. Informing teachers of professional growth activities	61	39
74	25	1	15. Aiding in development of curricula	56	42
40	57	3	16. Conducting or directing research	29	68
89	10	1	17. Facilitating good human realtions within school and community	73	27
76	22	2	18. Acting as change agent	52	47
75	23	2	19. Providing psychological support	50	47
85	15	-	20. Suggesting new ideas and approaches for instruction	63	37
49	49	2	21. Assisting in classroom organization and arrangement	30	70

responded "usually" to nineteen of the twenty-one items. One item, conducting or directing research, drew responses of "not usually" from 57 percent of the supervisors, "usually" from 40 percent, and "not applicable" from the remaining three percent.

Questionnaire item number 21, assisting in classroom organization and arrangement, prompted 49 percent of the supervisors to respond "usually," while 49 percent responded "not usually," and two percent responded "not applicable."

When asked to indicate their feelings about the ideal practice of providing supervisory support services, supervisors indicated that thirteen of the twenty-one items could best be provided "usually." Supervisors responded "not usually" to eight of the twenty-one items. The supervisory support services that the supervisors felt should be "not usually" provided were (by item questionnaire number):

1. Providing instructional materials (54 percent)
3. Assisting in developing effective disciplinary techniques (63 percent)
6. Providing teaching demonstrations (75 percent)
10. Helping describe and analyze instructional practices (51 percent)
13. Helping choose methods for evaluating student progress (57 percent)
16. Conducting or directing research (68 percent)
21. Assisting in classroom organization and arrangement (70 percent)

Table 20 contains data provided by supervisors describing their feelings about the way supervisory support services were provided by them during the school year 1989 -

Table 20. A Comparison of Supervisors' Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year 1989 - 1990.

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience		
Usually	Not		Item		U	N/U N/A df	
	Usually	Not Applicable (Percent)				(Percent)	X ²
80	17	3	1.	Providing instructional materials	91	8	2
75	23	2	2.	Involving teachers in system-wide instructional programs	85	14	2
49	46	5	3.	Assisting in developing effective disciplinary techniques	56	42	2
80	20	-	4.	Planning in-service activities	91	8	2
65	25	10	5.	Evaluating teachers	64	31	2
50	45	5	6.	Providing teaching demonstrations	37	59	2
85	13	2	7.	Consulting with teachers on instructional problems	87	13	2
93	73	-	8.	Dispensing information	97	3	1
92	8	-	9.	Serving as two way communications link with the central office	95	5	1
70	28	2	10.	Helping describe and analyze instructional processes	79	20	2
73	27	-	11.	Helping define instructional objectives	84	15	2
						1	2
						3	3.672

Table 20. (continued)

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience			
Usually	Usually (Percent)	Not Applicable	Item	U	N/U	N/A	df	X ²
67	33	-	12. Helping select appropriate instructional activities	76	23	1	2	2.398
60	38	2	13. Helping choose methods for evaluating student progress	59	40	1	2	0.214
82	18	-	14. Informing teachers of professional growth activities	95	5	-	2	7.270*
65	33	2	15. Aiding in development of curricula	78	20	2	2	3.846
32	67	1	16. Conducting or directing research	44	51	5	2	4.029
82	18	-	17. Facilitating good human realtions within school and community	94	5	1	2	7.607*
78	22	-	18. Acting as change agent	75	23	2	2	1.153
77	23	-	19. Providing psychological support	75	21	4	2	2.855
82	18	-	20. Suggesting new ideas and approaches for instruction	86	14	-	1	0.661
50	48	2	21. Assisting in classroom organization and arrangement	49	50	1	2	0.218

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

1990. The data are based on a comparison of supervisors who reported having 0-6 years of administrative experience with those who reported having seven or more years of experience prior to the 1989 - 1990 school year.

Chi-square analyses revealed statistically significant differences on only two of the twenty-one items. First, when asked if they informed teachers of professional growth activities, 95 percent of the supervisors in the seven-plus years of experience group responded "usually," and five percent responded "not usually," while 82 percent of the supervisors in the 0-6 years of experience group responded "usually," and 18 percent responded "not usually." Second, when asked if they facilitated good human relations within the school and community, 94 percent of the seven-plus years group responded "usually," five percent responded "not usually," and one percent felt the item was "not applicable." Eighty-two percent of the 0-6 years of experience group responded "usually," and 18 percent responded "not usually" in regard to facilitating good human relations.

In Table 21, the data are presented that describe the supervisors' feelings about the way supervisory support services should ideally be provided by them. Once again, a comparison is made between supervisors who reported 0-6 years of supervisory experience and those who reported seven or more years of experience in supervision. As a result of

Table 21. A Comparison of Supervisors' Responses, Based on Experience, Describing Their Feelings About the Way Supervisory Support Services Should Ideally be Provided.

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience			
Usually		Not	Item	U	(Percent)			X ²
Usually	Usually	Not			N/U	N/A	df	
(Percent)								
43	55	2	1. Providing instructional materials	47	53	-	2	1.980
52	47	1	2. Involving teachers in system-wide instructional programs	53	46	1	2	0.216
39	59	2	3. Assisting in developing effective disciplinary techniques	32	65	3	2	0.831
67	33	-	4. Planning in-service activities	68	32	-	2	0.585
60	37	3	5. Evaluating teachers	39	58	3	2	7.231*
30	67	3	6. Providing teaching demonstrations	18	80	2	2	3.850
65	35	-	7. Consulting with teachers on instructional problems	50	49	1	2	3.679
58	42	-	8. Dispensing information	51	49	-	1	0.764
67	33	-	9. Serving as two way communications link with the central office	55	44	1	2	2.573
50	48	2	10. Helping describe and analyze instructional processes	47	52	1	2	0.394
71	29	-	11. Helping define instructional objectives	57	42	1	2	3.703

Table 21. (continued)

0-6 Years Experience			Total N of Supervisor Questionnaires Analyzed = 171		7+ Years Experience		
Usually	Not	Usually Applicable (Percent)	Item	U	N/U	N/A df (Percent)	X ²
	Usually						
60	40	-	12. Helping select appropriate instructional activities	47	72	1 2	3.069
52	47	1	13. Helping choose methods for evaluating student progress	37	63	- 2	5.684*
70	30	-	14. Informing teachers of professional growth activities	57	43	- 1	2.882
52	47	1	15. Aiding in development of curricula	59	40	1 2	0.790
32	68	-	16. Conducting or directing research	28	68	4 2	2.892
75	25	-	17. Facilitating good human realtions within school and community	71	28	1 2	0.743
63	37	-	18. Acting as change agent	46	52	2 2	5.366
62	38	-	19. Providing psychological support	44	51	5 2	6.491*
70	30	-	20. Suggesting new ideas and approaches for instruction	59	41	- 1	2.177
52	47	1	21. Assisting in classroom organization and arrangement	18	82	- 2	23.616*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

Chi-square analyses, statistically significant differences between the two supervisor groups were found on four of the twenty-one items.

First, when asked about evaluating teachers, 60 percent of the supervisors in the 0-6 years of experience group responded "usually," 37 percent responded "not usually," and three percent responded "not applicable." Thirty-nine percent of the supervisors in the seven-plus years group responded "usually," 58 percent responded "not usually," and three percent responded "not applicable."

Second, in response to the item about helping choose methods for evaluating student progress, 52 percent of the supervisors in the 0-6 years of experience group responded "usually," 47 percent responded "not usually," and one percent felt "not applicable" was the appropriate response. In the seven-plus years of experience group, 37 percent responded "usually," and 63 percent responded "not usually" in regard to helping choose methods for evaluating student progress.

Third, when asked about providing psychological support, 62 percent of the 0-6 years of experience group responded that such support should "usually" be provided, while 38 percent felt it should be "not usually" provided. Forty-four percent of the seven-plus years of experience supervisors responded "usually," 51 percent responded "not usually," and five percent responded "not applicable".

Fourth, assisting in classroom organization and arrangement drew "usually" responses from 52 percent of the 0-6 years of experience group. Forty-seven percent of the same group answered "not usually," and one percent responded "not applicable" to the item. Eighteen percent of the supervisors in the seven-plus years of experience group responded "usually," and 82 percent responded "not usually" in regard to the way psychological support should ideally be provided.

Research Question Two: How do these perceptions of current practice Compare with those of similar groups studied in 1976?

Teachers' Perceptions

Teachers' Perceptions of Who Conducts Classroom Observations and Conferences. Table 22 presents the data that are the result of a comparison of two groups of teachers' perceptions of the number and length of classroom observations and conferences. The two groups are differentiated as the teachers who were studied in 1976 and those who were studied in 1990.

Statistically significant differences were found on three items in regard to who conducts classroom observations and the frequency with which they are conducted. Seventy-

Table 22. A Comparison of Teacher Responses, Based on the Year Studied, Describing the Number and Length of Classroom Observations and Conferences Experienced by Them.

Number				Question		Length								
1976				1990		1976		1990		df	x ²			
None	1-2	3+	None	1-2	3+	1-30	30+	1-30	30+					
(Percent)				(Percent)		(Percent)		(Percent)						
27	39	34	33	43	24	2	3.848	Principal	93	7	66	34	1	24.358*
79	14	7	61	29	10	2	9.229*	Assistant Principal	98	2	67	33	1	30.728*
92	5	3	93	1	6	2	3.998	Dept. or grade chairperson or team leader	99	1	82	18	1	11.125*
95	4	1	94	1	5	2	4.311	Building level curriculum leader	99	1	58	42	1	34.948*
74	20	6	70	13	17	2	8.607*	Other support personnel, such as: areas of reading, special education, career and vocational ed., federal title programs	94	6	69	31	1	16.983*
83	10	7	63	30	7	2	14.748*	General instructional supervisor, consultant from the school system	98	2	65	35	1	32.988*
83	15	2	76	21	3	2	1.683	Subject area, grade specialist or consultant from the system	99	1	63	37	1	34.899*
96	2	2	93	5	2	2	1.289	Instructional supervisor from coop.	100	-	82	18	1	18.515*
99	1	-	97	2	1	2	1.109	Assistant supervisor from coop.	100	-	80	20	1	20.192*
91	8	1	86	8	6	2	3.545	Superintendent	99	1	100	-	1	0.182

* Value significant at the .05 level

nine percent of the teachers in the 1976 group perceived that the assistant principal conducted no classroom observations, while fourteen percent perceived 1-2 observations, and seven percent perceived three or more observations as descriptive of the assistant principal. Sixty-one percent of the teachers in the 1990 group felt that the assistant principal conducted no classroom observations, while 29 percent chose 1-2 observations, and 10 percent chose three or more observations as descriptive of the assistant principal.

What is worth noting is that the 1976 and 1990 teachers both agreed that the principal was perceived as the person who conducts most observations and conferences. Teachers in both groups also agreed on the amount of involvement of department chairpersons, building level curriculum leaders, subject area specialist or consultants, instructional supervisors from a cooperative, assistant supervisors from a cooperative, or the superintendent in regard to observations and conferences. Also of interest is the fact that assistant principals and supervisors were perceived by the 1990 teachers to have conducted more observations and conferences than did the assistant principals and supervisors in 1976.

Other support personnel such as: reading, special education, career and vocational education and federal title program personnel were perceived by 74 percent of the 1976

group as conducting no classroom observations, while 20 percent conducted 1-2 observations and six percent conducted three or more. This same group of support personnel was perceived by 70 percent of the 1990 group as conducting no observations, while thirteen percent 13 percent perceived 1-2 observations, and seventeen percent perceived three or more observations as having been conducted.

Eighty-three percent of the 1976 group indicated that general instructional supervisors conducted no classroom observations, 10 percent of the teachers indicated the supervisor conducted 1-2 observations and six percent indicated the supervisor conducted three or more observations. In 1990, 63 percent of the teachers responded that the general supervisor conducted no observations, while 30 percent felt the supervisor did 1-2 observations, and seven percent responded that the supervisor did three or more classroom observations.

When the 1976 and 1990 groups of teachers were compared as to their perceptions of the length of the classroom observations conducted by each supervisory person identified, significant differences were revealed on nine of the ten categories of supervisory personnel. In each case, the teachers in the 1990 group perceived that the classroom observations lasted 30 minutes or more significantly more frequently than their 1976 counterparts. The only category on which there was agreement as to the amount of time spent

on classroom observations was in regard to observations conducted by the superintendent. Ninety-nine percent of the 1976 teachers perceived such conferences to last 1-30 minutes and 100 percent the 1990 teachers perceived such observations as lasting 1-30 minutes.

Table 23 contains a comparison of teachers in 1976 and teachers in 1990 in regard to their perceptions of the number and length in minutes of conferences. Chi-square analyses revealed significant differences between the two teacher groups on four of the ten categories of who conducted conferences based on the frequency of such conferences. Eighteen percent of the 1976 teachers reported that the principal held no conferences with them during the school year under study. Sixty-one percent of the same teachers reported 1-5, and 21 percent reported six or more conferences with their principal. Thirty-three percent of the 1990 teachers reported no conference with their principal during the year, while thirty-eight reported having had 1-5 conferences, and 55 percent reported six or more conferences as having occurred.

Seventy-seven percent of the 1976 group reported no conference with their assistant principal while sixteen percent reported having had 1-5 conferences, and seven percent reported having six or more conferences. Fifty percent of the 1990 group of teachers reported no conference with their assistant principal, however, 40 percent reported

Table 23. A Comparison of Teacher Responses, Based on the Year Studied, Describing the Number and Length of Conferences Experienced by Them During the School Year.

Number						Question		Length			
1976			1990			Who Conducted the Activity?	1976		1990		X ²
None	1-5	6+	None	1-5	6+		1-30	30+	1-30	30+	
(Percent)			(Percent)				(Percent)		(Percent)		
18	61	21	33	38	55	Principal	99	1	95	5	1 3.379
77	16	7	50	40	10	Assistant Principal	99	1	86	14	1 11.786*
85	7	8	78	15	7	Dept. or grade chairperson or team leader	99	1	83	17	1 13.371*
93	4	3	85	10	5	Building level curriculum leader	99	1	88	12	1 6.739*
76	16	8	59	30	11	Other support personnel, such as: areas of reading, special education, career and vocational ed., federal title programs	98	2	86	14	1 8.612*
80	18	2	63	35	2	General instructional supervisor, consultant from the school system	98	2	92	8	1 3.800
84	12	4	77	20	3	Subject area, grade specialist or consultant from the system	97	3	77	23	1 12.868*
93	6	1	90	7	3	Instructional supervisor from coop.	100	-	78	22	1 22.638*
99	1	-	96	3	1	Assistant supervisor from coop.	100	-	83	17	1 16.825*
88	11	1	90	9	1	Superintendent	99	1	80	20	1 12.371*

* Value significant at the .05 level

having 1-5 conferences, and 10 percent reported six or more conferences with this administrator.

Seventy-six percent of the 1976 teacher group reported no conferences with the "other support personnel" category of supervisors. Sixteen percent of these same teachers reported 1-5 conferences, and seven percent reported six or more conferences with "other support personnel." Fifty-nine percent of the 1990 group reported no conference with the "other support personnel" category of supervisors while 30 percent reported 1-5 conferences and 11 percent reported six or more conferences as having occurred with this category of administrators.

Significant differences were noted between the 1976 and 1990 teachers' perceptions about the length of conferences for eight of the ten categories of supervisory personnel who conducted conferences. In each of the eight cases, the 1990 teachers perceived that the category of supervisor-type conducted conferences of 30 minutes or more in length significantly more frequently than did the 1976 teachers. Both teacher groups agreed that the principal held conferences that were 1-30 minutes more frequently than they did conferences that were 30 minutes or more. Also, both teacher groups agreed that general instructional supervisors or consultants from the school system held conferences that were 1-30 minutes in length more often than they did conferences of 30 minutes or more.

Teachers' Feelings about Observations and Conferences

Table 24 shows the comparison of teachers in the 1976 study group with the teachers in the 1990 study group in regard to their perceptions about the practices of observations and conferences pertaining to their instruction.

Statistical analysis through the use of the Chi-square test revealed significant differences between the perceptions of the two groups on thirteen of the twenty items. For ten of these thirteen items, the 1990 group of teachers responded "usually" significantly more frequently than did the 1976 group of teachers. When asked if they requested the conference, 22 percent of the 1976 teachers responded "usually," 64 percent responded "not usually," and 14 percent responded "not applicable." In regard to the same question, 11 percent of the 1990 teachers responded "usually," 67 percent responded "not usually," and 22 percent responded "not applicable."

When asked if faculty meetings were used for solving instructional problems, 32 percent of the 1976 teachers answered "usually," 61 percent answered "not usually," and seven percent answered "not applicable." Responding to the same question, 20 percent of the 1990 teachers responded "usually," 70 percent responded "not usually," and 10 percent responded "not applicable."

In answer to the question, "Did you receive adequate

Table 24. A Comparison of Teacher Responses, Based on the Year Studied, Describing Their Feelings About Practices of Observations and Conferences.

1976 Respondents				1990 Respondents				
U	N/U	N/A	Item	U	N/U	N/A	df	X ²
(Percent)				(Percent)				
14	72	14	1. Were the classroom observations scheduled in advance?	58	25	17	2	72.704*
13	72	15	2. Did you request the observation?	13	63	24	2	3.448
14	73	13	3. Were the observations preceded by a conference?	45	36	19	2	41.907*
21	65	14	4. Afterwards, did you receive a written report?	55	25	20	2	49.757*
34	54	12	5. Were observations followed by a conference?	57	24	19	2	29.198*
44	42	14	6. Did you find the observations helpful?	45	34	21	2	2.811
62	22	16	7. Did you feel confident while being observed?	73	8	19	2	12.343*
31	55	14	8. Were observations long enough to include and entire lesson?	59	23	19	2	35.104*
17	69	14	9. Were observations disruptive to the class?	9	73	18	2	4.428
36	44	20	10. Were Observations for evaluation purposes?	62	20	18	2	24.711*

Table 24. (continued)

1976 Respondents				1990 Respondents				
(Percent)				(Percent)				
U	N/U	N/A	Item	U	N/U	N/A	df	X ²
13	78	9	11. Did you visit other teachers and observe their instructional program?	10	75	15	2	2.089
22	64	14	12. Did you request the conference?	11	67	22	2	8.070*
29	57	14	13. Were conferences scheduled in advance?	51	29	20	2	24.847*
30	51	19	14. Did the conferences include observation of instruction?	53	25	22	2	24.210*
52	30	18	15. Were you the only teacher present at the conference?	60	14	26	2	12.296*
17	69	14	16. Were conferences held in the presence of students?	11	69	20	2	3.817
32	61	7	17. Were faculty meetings used for solving instructional problems?	20	70	10	2	6.452*
34	58	8	18. Were you included in district-wide planning for curriculum and instruction?	23	68	9	2	4.824
54	37	9	19. Did you receive adequate support in solving your instructional problems?	43	37	20	2	7.174*
62	33	5	20. Did you confer with other teachers in your instructional planning?	55	33	12	2	3.728

U=Usually, N/U=Not Usually, N/A= Not Applicable

* Value significant at the .05 level.

support in solving your instructional problems?," 54 percent of the 1976 teacher group answered "usually," while 37 percent answered "not usually," and nine percent answered "not applicable." Forty-three percent of the 1990 group answered "usually," while 37 percent answered "not usually," and 20 percent answered "not applicable."

Teachers in both groups demonstrated general agreement in their responses to the following seven items (presented by questionnaire item number):

2. Did you request the conference?
6. Did you find the observations helpful?
9. Were observations disruptive to the class?
11. Did you visit other teachers and observe their instructional program?
16. Were conferences held in the presence of students?
18. Were you included in district-wide planning for curriculum and instruction?
20. Did you confer with other teachers in your instructional planning?

Teachers' Perceptions of Supervisory Support Services

Table 25 presents a comparison of teachers in 1976 and teachers in 1990 describing their feelings about the way supervisory support services were provided to them during the school year studied.

Based on the Chi-square analysis of each of the twenty-one items, significant differences between the two teachers groups were found on only four items regarding the supervisory support services provided to them.

When asked about evaluating teachers, 53 percent of the

Table 25. A Comparison of Teacher Responses, Based on the Year Studied, Describing Their Feelings About the Way Supervisory Support Services Were Provided to Them during the School Year.

1976 respondents				1990 Respondents				
Usually		Not	Item	(Percent)				
Usually	Usually	Not		U	N/U	N/A	df	χ^2
		Applicable						
		(Percent)						
61	38	1	1. Providing instructional materials	73	26	1	2	5.378
47	53	-	2. Involving teachers in system-wide instructional programs	49	51	-	2	0.844
36	64	-	3. Assisting in developing effective disciplinary techniques	37	61	2	2	1.968
49	51	-	4. Planning in-service activities	52	47	1	2	0.754
53	47	-	5. Evaluating teachers	40	57	3	2	6.839*
30	69	1	6. Providing teaching demonstrations	23	76	1	2	1.928
46	53	1	7. Consulting with teachers on instructional problems	44	55	1	2	0.118
55	45	-	8. Dispensing information	62	37	1	2	2.993
42	58	-	9. Serving as two way communications link with the central office	44	54	2	2	1.377
35	65	-	10. Helping describe and analyze instructional processes	30	68	2	2	2.485
42	58	-	11. Helping define instructional objectives	39	60	1	2	0.910

Table 25. (continued)

1976 Respondents			1990 Respondents				
Usually	Usually (Percent)	Not Applicable	Item	U	N/U	N/A (Percent)	df X ²
41	59	-	12. Helping select appropriate instructional activities	31	69	-	2 4.198
33	67	-	13. Helping choose methods for evaluating student progress	36	63	1	2 1.087
64	36	-	14. Informing teachers of professional growth activities	60	39	1	2 0.743
44	56	-	15. Aiding in development of curricula	36	63	1	2 3.196
29	71	-	16. Conducting or directing research	17	75	8	2 13.444*
54	45	1	17. Facilitating good human realtions within school and community	56	43	1	2 0.139
34	65	1	18. Acting as change agent	26	64	10	2 9.245*
40	60	-	19. Providing psychological support	40	58	2	2 1.907
37	63	-	20. Suggesting new ideas and approaches for instruction	34	66	-	2 0.621
41	59	-	21. Assisting in classroom organization and arrangement	26	72	2	2 8.851*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

1976 teachers reposed "usually," and 47 percent responded "not usually." Forty percent of the 1990 group responded "usually," 57 percent responded "not usually," and three percent responded "not applicable."

In regard to conducting or directing research, 29 percent of the 1976 teachers indicated "usually," and 71 percent indicated "not usually" as their response. Seventeen percent of the 1990 group responded "usually," while 75 percent responded "not usually," and eight percent responded "not applicable."

When queried about acting as a change agent, 34 percent of the 1976 teachers chose "usually," 65 percent chose "not usually," and one percent chose "not applicable" as their response to this item. Twenty-six percent of the 1990 teachers chose "usually," while 64 percent chose "not usually," and 10 percent chose "not applicable" as their response to the item.

In regard to assisting in classroom organization and arrangement, 41 percent of the 1976 group responded "usually," and 59 percent responded "not usually." Twenty-six percent of the 1990 group responded "usually," 72 percent responded "not usually," and two percent responded "not applicable" to this item.

Principals' Perceptions

Principals' Perceptions of the Frequency and Length of Classroom Observations and Conferences. Table 26 presents a comparison of opinions of principals who were studied in 1976 and those who were studied in 1990. This table presents the responses of the two principal groups regarding the number and length of classroom observations conducted by them during the school year in which they were surveyed.

As the data show, principals from both study groups shared some commonalities in perceptions. While the perceptions of the actual numbers were statistically different, most principals agreed that they had frequent contact with each teacher, brought information to teachers, conferred with teachers without having an observation, conducted observations with accompanying conferences, and provided for the instructional needs of teachers.

Chi-square analyses indicated that significant differences existed between the perceptions of the two principal groups on fourteen of the fifteen items as they relate to the frequency with which classroom observations were conducted by them. The one item on which the principals agreed statistically was number 11 on the questionnaire dealing with spending extra time working with new teachers. On this item, 19 percent of the 1976 principals indicated having done the activity zero times,

Table 26. (continued)

Number										Length			
1976				1990				1976		1990		df	X ²
0	1-10	11+	(Percent)	0	1-10	11+	(Percent)	1-30	30+	(Percent)	(Percent)		
9	32	59	44	52	2	2	127.666*	50	50	77	23	1	22.216*
56	28	16	33	65	2	2	46.233*	75	25	76	24	1	0.028
19	69	12	16	72	12	2	0.545	50	50	81	19	1	32.112*
10	62	28	14	82	4	2	34.236*	55	45	56	44	1	0.014
8	47	45	6	71	23	2	16.700*	45	55	87	13	1	58.211*
22	63	15	7	69	24	2	17.087*	46	54	78	22	1	30.691*
7	46	47	5	71	24	2	19.471*	61	39	64	36	1	0.306
9. Give a teaching demonstration													
10. Plan orientation sessions for newly-employed teachers													
11. Spend extra time working with new teachers													
12. Plan teacher in-service programs													
13. Encourage teachers to try new teaching techniques													
14. Confer with district-wide supervisor													
15. Meet with parents and community leaders to explain and promote school programs													

* Value significant at the .05 level

while 69 percent indicated 1-10, and 12 percent indicated eleven or more as the number of times the activity was performed by them. Sixteen percent of the 1990 principals indicated having done the activity zero times during the year, while 72 percent indicated 1-10, and 12 percent indicated eleven or more as the number of times they had performed the activity.

A comparison of the number of times principals conducted classroom observations revealed that 16 percent of the 1976 principals conducted no observations, while 44 percent conducted 1-10 and 40 percent conducted eleven or more. In contrast, only one percent of the 1990 principals reported conducting no classroom observations, while 28 percent reported conducting 1-10 observations and 71 percent reported conducting eleven or more.

When asked about conducting pre-observation conferences, 31 percent of the 1976 principals responded that they did none; 45 percent responded that they did 1-10, and 24 percent responded that they did eleven or more. This is again contrasted by the 1990 principals who indicated that only one percent of them did no pre-observation conferences; 50 percent of them did 1-10 and 49 percent of them did eleven or more pre-observation conferences.

Queries about post-observation conferences revealed statistically significant differences between the 1976 and the 1990 principals. The 1976 group reported that 17

percent of them conducted no such conferences, while 48 percent reported conducting 1-10 and 35 percent reported conducting eleven or more. Exhibiting a marked increase, only two percent of the 1990 principals reported conducting no post-observation conferences, while 50 percent of them reported conducting 1-10 such conferences, and 48 percent reported conducting eleven or more.

Principals' Feelings about the Practice of Observations and Conferences. Table 27 compares the perceptions of principals in 1976 with the perceptions of principals in 1990 regarding their feelings about the practices of observations and conferences.

Based on the results of Chi-square analyses, significant differences were found to exist between the perceptions of the two groups of principals on nineteen of the twenty questions that made up part C of the survey questionnaire. The only question on which the principals agreed was questionnaire, part C, number 19 that asked "Did you involve teachers in system-wide planning for curriculum and instruction?" Eighty-three percent of the 1976 principals responded "usually," 15 percent responded "not usually," and two percent responded "not applicable." Seventy-four percent of the 1990 principals indicated "usually," 18 percent indicated "not usually," and eight percent indicated "not applicable" as their answer for this

Table 27. A Comparison of Principals' Responses, Based on the Year Studied, Describing Their Feelings About the Practice of Observations and Conferences.

1976 Respondents				1990 Respondents				
U	N/U	N/A	Item	U	N/U	N/A	df	X ²
(Percent)				(Percent)				
57	39	4	1. Were the classroom observations scheduled in advance?	91	9	-	2	49.483*
17	78	5	2. Did the teacher request the observation?	6	90	4	2	9.745*
56	38	6	3. Were the observations preceded by a conference?	92	8	-	2	59.960*
65	30	5	4. Afterwards, did you submit a written report?	92	7	1	2	35.715*
85	11	4	5. Were observations followed by a conference?	96	4	-	2	14.168*
83	13	4	6. Did you think the observations were helpful to the teachers?	91	9	-	2	9.983*
88	8	4	7. Did the teachers appear confident while being observed?	93	7	-	2	8.884*
68	28	4	8. Were observations long enough to include an entire lesson?	89	11	-	2	24.398*
13	83	4	9. Were observations disruptive to the class?	4	96	-	2	14.967*
77	19	4	10. Were Observations for evaluation purposes?	88	12	-	2	11.992*

Table 27. (continued)

1976 Respondents				1990 Respondents				
U	N/U (Percent)	N/A	Item	U	N/U	N/A	df (Percent)	X ²
88	8	4	11. Did you feel welcome in the classrooms?	96	4	-	2	10.606*
30	63	7	12. Did the teacher request the conference?	14	82	4	2	14.002*
69	26	5	13. Were conferences scheduled in advance?	91	9	-	2	25.750*
86	9	5	14. Did the conference include observation of instruction?	93	7	-	2	8.011*
80	15	5	15. Did the conferences involve only one teacher?	96	4	-	2	20.722*
17	78	5	16. Were conferences held in the presence of students?	7	93	-	2	18.440*
49	49	2	17. Were faculty meetings used for solving instructional problems?	29	69	2	2	11.652*
70	25	5	18. Did you feel competent to deal with teachers instructional problems?	90	10	-	2	24.198*
83	15	2	19. Did you involve teachers in system-wide planning for curriculum and instruction?	74	18	8	2	5.377
40	53	7	20. Were you the only source of instructional supervisory support utilized by the teachers?	25	74	1	2	17.699*

U=Usually, N/U=Not Usually, N/A= Not Applicable

* Value significant at the .05 level.

question.

For thirteen of the nineteen questions found to contain significant differences between the two principal groups, the 1990 principals responded "usually" with percentages significantly greater than their 1976 colleagues, as follows (presented by questionnaire item number):

1. Were the classroom observations scheduled in advance?
3. Were the observations preceded by a conference?
4. Afterwards, did you submit a written report?
5. Were observations followed by a conference?
6. Did you think the observations were helpful to the teachers?
7. Did the teachers appear confident while being observed?
8. Were observations long enough to include an entire lesson?
10. Were observations for evaluation purposes?
11. Did you feel welcome in the classrooms?
13. Were conferences scheduled in advance?
14. Did the conference include observation of instruction?
15. Did the conferences involve only one teacher?
18. Did you feel competent to deal with teachers instructional problems?

On six of the twenty questions, the 1990 principals responded "not usually" significantly more often than did the 1976 principals. These items are as follows (by questionnaire item number):

2. Did the teacher request the observation?
9. Were observations disruptive to the class?
12. Did the teacher request the conference?
16. Were conferences held in the presence of students?
17. Were faculty meetings used for solving instructional problems?
20. Were you the only source of instructional supervisory support utilized by the teachers?

Principals' Perceptions of Supervisory Support Services

Table 28 presents a comparison of the perceptions of principals about the way supervisory support services were provided by them and is based on the responses of principals who responded to the survey questionnaire in 1976 and principals who responded to the same questionnaire in 1990.

Of the twenty-one supervisory support activities listed in part D of the questionnaire, Chi-square analyses revealed significant differences in the perceptions of the two groups of principals on only three items.

When asked about facilitating good human relations within the school and community, 95 percent of the 1976 principals responded "usually" and five percent responded "not usually." Eighty-five percent of the principals in the 1990 group responded "usually" and 15 percent responded "not usually" to this item.

"Suggesting new ideas and approaches for instruction" drew responses "usually" from 87 percent of the 1976 principals and "not usually" from 13 percent of the same group. Seventy-two percent of the 1990 principals responded "usually," 27 percent responded "not usually," and one percent responded "not applicable" in answer to this item.

In response to the item "assisting in classroom organization and arrangement," 73 percent of the 1976 principals answered "usually," and 27 percent answered "not

Table 28. A Comparison of Principals' Responses, Based on the Year Studied, Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year.

1976 respondents			1990 Respondents						
Usually	Not Usually	Not Applicable (Percent)	Item	U	N/U (Percent)	N/A (Percent)	df	X ²	
88	12	-	1. Providing instructional materials	86	13	1	2	0.560	
73	27	-	2. Involving teachers in system-wide instructional programs	68	28	4	2	3.549	
92	8	-	3. Assisting in developing effective disciplinary techniques	85	15	-	1	2.725	
79	21	-	4. Planning in-service activities	73	27	-	2	1.729	
89	11	-	5. Evaluating teachers	81	18	1	2	3.771	
33	67	-	6. Providing teaching demonstrations	40	58	2	2	3.066	
88	12	-	7. Consulting with teachers on instructional problems	86	13	1	2	0.571	
93	7	-	8. Dispensing information	90	10	-	2	0.702	
89	11	-	9. Serving as two way communications link with the central office	86	13	1	2	0.811	
76	24	-	10. Helping describe and analyze instructional processes	71	29	-	2	1.298	
81	19	-	11. Helping define instructional objectives	73	27	-	2	2.769	

Table 28. (continued)

1976 Respondents			1990 Respondents				
Usually	Usually (Percent)	Not Applicable	Item	U	N/U	N/A (Percent)	df X ²
71	29	-	12. Helping select appropriate instructional activities	64	36	-	2 1.901
70	30	-	13. Helping choose methods for evaluating student progress	59	40	1	2 4.624
92	8	-	14. Informing teachers of professional growth activities	87	13	-	2 2.004
82	18	-	15. Aiding in development of curricula	73	26	1	2 3.135
40	60	-	16. Conducting or directing research	38	57	5	2 5.353
95	5	-	17. Facilitating good human relations within school and community	85	15	-	1 6.559*
80	20	-	18. Acting as change agent	72	28	-	2 2.817
88	12	-	19. Providing psychological support	79	19	2	2 4.141
87	13	-	20. Suggesting new ideas and approaches for instruction	72	27	1	2 8.454*
73	27	-	21. Assisting in classroom organization and arrangement	56	44	-	1 7.916*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

usually." Fifty-six percent of the 1990 principals responded "usually," and 44 percent responded "not usually" when asked about this item.

On each of the remaining eighteen items, the principals surveyed in 1990 were in agreement with the principals surveyed in 1976 on the way they provided supervisory support services.

Supervisors' Perceptions

Supervisors' Perceptions of the Frequency and Length of Classroom Observations and Conferences. Table 29 presents data showing a comparison of the responses of supervisors surveyed in 1976 and those supervisors surveyed in 1990 regarding the number of classroom observations and conferences conducted and the length of those observations and conferences.

Chi-square analyses found significant differences between the perceptions of the two groups of supervisors on fourteen of the seventeen statements that answered the question "During this school year, how many times and for how long did you do the following?"

The three items on which the supervisors from both groups agreed as to the number that occurred are as follows (presented by questionnaire item number):

4. Confer with a single teacher about instruction without having a classroom observation.
13. Plan teacher in-service programs.

Table 29. A Comparison of Supervisors' Responses, Based on the Year Studied, Describing the Number and Length of Classroom Observations Conducted by Them During the School Year.

Question														
During this school year, how many times and for how long did you do the following?														
Number					Length									
1990					1990									
1976					1976									
0 1-10 11+ (Percent)					1-30 30+ (Percent)									
df					df									
X ²					X ²									
19	46	35	-	46	54	2	33.045*	1. Visit each assigned school building	37	63	29	71	1	1.701
1	51	48	2	69	29	2	9.259*	2. Have a personal contact with each teacher	8	92	65	35	1	83.509*
5	73	22	-	49	51	2	27.697*	3. Bring information and/or materials to a teacher	48	52	74	26	1	17.677*
5	49	46	7	60	33	2	4.757	4. Confer with a single teacher about instruction without having a classroom observation	67	33	82	18	1	7.369*
8	62	30	5	78	17	2	8.287*	5. Confer with a small group of teachers about instruction without having a classroom observation	53	47	64	36	1	3.142
11	70	19	18	44	38	2	17.236*	6. Conduct a pre-observation conference	32	68	84	16	1	71.626*
30	57	13	16	46	38	2	21.229*	7. Conduct a post-observation conference	67	33	72	28	1	0.602
19	59	22	10	49	41	2	11.875*	8. Conduct classroom observations	56	44	39	61	1	6.920*

Table 29. (continued)

Number										Item	Length			
1976		1990				χ^2	1976		1990					
0	1-10	11+	0	1-10	11+		1-30	30+	1-30		30+			
(Percent)		(Percent)					(Percent)		(Percent)					
10	46	44	42	54	4	2	73.277*	25	75	73	27	1	59.361*	
4	38	58	28	56	16	2	59.112*	23	77	62	38	1	36.917*	
41	49	10	20	77	3	2	23.559*	52	48	47	53	1	0.741	
26	48	26	10	80	10	2	28.408*	59	41	51	49	1	1.617	
10	77	13	5	80	15	2	2.037	31	69	26	74	1	0.688	
2	43	55	22	47	31	2	26.447*	43	57	58	42	1	5.855*	
22	65	13	10	56	34	2	17.075*	55	45	38	62	1	7.412*	
6	72	22	7	62	31	2	2.815	23	77	48	52	1	16.746*	
4	62	34	12	76	12	2	20.144*	17	83	35	65	1	10.267*	
							9.	Give a teaching demonstration						
							10.	Have input in the hiring of teachers						
							11.	Plan orientation sessions for newly-employed teachers						
							12.	Spend extra time working with new teachers						
							13.	Plan teacher in-service programs						
							14.	Have input in teacher evaluation						
							15.	Help with selection of instructional material for schools						
							16.	Confer with principals about their instructional program						
							17.	Meet with parents and community leaders to explain and promote school programs						

* Value significant at the .05 level

16. Confer with principals about their instructional program.

When asked how often they conducted classroom observations, 19 percent of the 1976 supervisors indicated they had conducted no observations, while 59 percent indicated 1-10, and 22 percent indicated eleven or more as the number of observations conducted. Ten percent of the 1990 supervisors indicated they had conducted no observations, while 49 percent indicated 1-10, and 41 percent indicated eleven or more as the number of classroom observations they had conducted.

In regard to the number of pre-observation conferences held, 11 percent of the 1976 supervisors indicated that they held no such conferences, while 70 percent indicated they had 1-10, and 19 percent indicated they had eleven or more conferences of this type. Eighteen percent of the 1990 supervisors reported having no pre-observation conferences, while 44 percent reported having 1-10 and 38 percent reported having had eleven or more.

When asked about post-observation conferences, 30 percent of the 1976 supervisors held none, 57 percent held 1-10, and 22 percent held eleven or more post-observation conferences. Ten percent of the 1990 supervisors reported having had no post-observation conferences, while 49 percent reported having had 1-10 and 41 percent reported having had eleven or more.

"Having a personal contact with each teacher" drew

responses of "none" (one percent), "1-10" (51 percent), and eleven or more (48 percent) from the 1976 supervisors. Two percent of the 1990 supervisors responded "none," 69 percent responded "1-10," and 29 percent responded "eleven or more" to answer the same question.

An examination of the length of observations, conferences, and other contacts with teachers revealed significant differences between the 1976 supervisors and the 1990 supervisors on eleven of the seventeen items.

When asked about the duration of having a personal contact with each teacher, eight percent of the 1976 supervisors indicated the duration was 1-30 minutes while 92 percent indicated the duration was 30 minutes or more. On the same question, 65 percent of the 1990 supervisors indicated the duration of the contact was 1-30 minutes, while 35 percent reported the duration to be 30 minutes or more.

Pre-observations conferences were perceived to be 1-30 minutes in length by 32 percent of the 1976 supervisors, while 68 percent of their colleagues perceived them to be 30 minutes or more. Eighty-four percent of the 1990 supervisors indicated 1-30, and 16 percent indicated 30 or more as the number of minutes the pre-observation conference lasted.

The two groups of supervisors were in agreement on the number of minutes the post-observation conference lasted.

Sixty-seven percent of the 1976 supervisors chose 1-30 minutes, and 33 percent chose 30 minutes or more as the duration of the conference. Seventy-two percent of the 1990 supervisors chose 1-30 minutes, and 28 percent chose 30 minutes or more as the length of the post-observation conference.

A significant difference existed in the two groups in regard to the length of the classroom observation. Fifty-six percent of the 1976 supervisors reported 1-30 minutes and 44 percent reported 30 minutes or more as the length of the observation. In contrast, 39 percent of the 1990 supervisors chose 1-30 minutes and 61 percent chose 30 minutes or more as the time most indicative of the classroom observations they conducted.

Supervisors' Feelings about the Practice of Observations and Conferences. Table 30 compares the perceptions of supervisors surveyed in 1976 and those surveyed in 1990 regarding their feelings about the practice of observations and conferences. The data are derived from the questions contained in section C of the questionnaire.

Chi-square analyses revealed significant differences in the perceptions of the two supervisor groups on thirteen of the twenty questions that asked about observations and conferences. The 1990 group of supervisors responded "usually" significantly more frequently than their 1976

Table 30. A Comparison of Supervisors' Responses, Based on the Year Studied, Describing Their Feelings About Observations and Conferences Conducted by Them During the School Year.

1976 Respondents				1990 Respondents				
U	N/U (Percent)	N/A	Item	U	N/U	N/A	df	X ²
33	65	2	1. Were the classroom observations scheduled in advance?	82	14	4	2	74.833*
55	43	2	2. Did the teacher request the observation?	17	74	9	2	42.400*
52	46	2	3. Were the observations preceded by a conference?	75	19	6	2	22.826*
45	51	4	4. Afterwards, did you submit a written report?	75	17	8	2	34.126*
84	14	2	5. Were observations followed by a conference?	90	4	6	2	10.170*
91	7	2	6. Did you think the observations were helpful to the teachers?	91	4	5	2	2.687
95	3	2	7. Did the teachers appear confident while being observed?	87	7	6	2	4.092
83	15	2	8. Were observations long enough to include and entire lesson?	83	11	6	2	3.606
9	89	2	9. Were observations disruptive to the class?	1	93	6	2	11.604*
39	58	3	10. Were Observations for evaluation purposes?	71	20	9	2	39.810*

Table 30. (continued)

1976 Respondents				1990 Respondents				
(Percent)				(Percent)				
U	N/U	N/A	Item	U	N/U	N/A	df	X ²
95	4	1	11. Did you feel welcome in the classrooms?	95	2	3	2	1.645
37	59	4	12. Did the teacher request the conference?	23	70	7	2	5.998*
60	37	3	13. Were conferences scheduled in advance?	80	14	6	2	18.122*
85	11	4	14. Did the conference include observation of instruction?	75	19	6	2	3.878
85	11	4	15. Did the conferences involve only one teacher?	89	6	5	2	2.173
12	84	4	16. Were conferences held in the presence of students?	10	86	4	2	0.202
37	55	8	17. Were faculty meetings used for solving instructional problems?	25	55	20	2	8.618*
87	12	1	18. Did you feel competent to deal with teachers instructional problems?	96	3	1	2	8.596*
94	5	1	19. Did you involve teachers in system-wide planning for curriculum and instruction?	80	13	7	2	9.863*
45	52	3	20. Were you the only source of instructional supervisory support utilized by the teachers?	24	74	2	2	14.052*

U=Usually, N/U=Not Usually, N/A= Not Applicable

* Value significant at the .05 level.

counterparts on the following items (presented by questionnaire item number):

1. Were the classroom observations scheduled in advance?
3. Were the observations preceded by a conference?
4. Afterwards, did you submit a written report?
5. Were observations followed by a conference?
10. Were observations for evaluation purposes?
13. Were conferences scheduled in advance?
18. Did you feel competent to deal with teachers' instructional problems?

The 1990 supervisors responded "not usually" significantly more frequently than did the 1976 supervisors on the following items (presented by questionnaire item number):

2. Did the teacher request the observation?
9. Were observations disruptive to the class?
12. Did the teacher request the conference?
20. Were you the only source of instructional supervisory support utilized by the teachers?

When asked if they involved teachers in system-wide planning for curriculum and instruction, 94 percent of the 1976 supervisors responded "usually," and five percent responded "not usually." On the same item, 80 percent of the 1990 supervisors responded "usually," 13 percent responded "not usually," and seven percent responded "not applicable."

Supervisors' Perceptions of Supervisory Support Services

In Table 31, data are presented that compare the perceptions of supervisors surveyed in 1976 and those surveyed in 1990 regarding supervisory support services they provided during the school year in which they were studied.

Table 31. A Comparison of Supervisors' Responses, Based on the Year Studied, Describing Their Feelings About the Way Supervisory Support Services Were Provided by Them During the School Year.

1976 respondents				1990 Respondents					
Usually	Usually	Not Usually (Percent)	Applicable	Item	U	(Percent)			
						N/U	N/A	df	χ^2
91	9	-	-	1. Providing instructional materials	87	11	2	2	2.133
88	12	-	-	2. Involving teachers in system-wide instructional programs	81	18	1	2	2.760
52	48	-	-	3. Assisting in developing effective disciplinary techniques	54	44	2	2	3.247
95	5	-	-	4. Planning in-service activities	87	12	1	2	4.505
53	47	-	-	5. Evaluating teachers	64	29	7	2	14.358*
39	61	-	-	6. Providing teaching demonstrations	42	54	4	2	5.356
92	8	-	-	7. Consulting with teachers on instructional problems	87	13	-	2	2.146
94	6	-	-	8. Dispensing information	96	4	-	1	0.502
94	6	-	-	9. Serving as two way communications link with the central office	94	6	-	1	0.020
84	16	-	-	10. Helping describe and analyze instructional processes	76	23	1	2	3.119
88	12	-	-	11. Helping define instructional objectives	80	19	1	2	3.081

Table 31. (continued)

1976 Respondents				1990 Respondents				
Usually	Not		Item	U	N/U	N/A	df	X ²
	Usually	Applicable						
(Percent)								
86	14	-	12. Helping select appropriate instructional activities	73	27	-	2	6.809*
65	35	-	13. Helping choose methods for evaluating student progress	60	39	1	2	1.756
94	6	-	14. Informing teachers of professional growth activities	90	10	-	1	1.262
88	12	-	15. Aiding in development of curricula	74	25	1	2	8.389*
38	62	-	16. Conducting or directing research	40	57	3	2	3.858
84	16	-	17. Facilitating good human relations within school and community	89	10	1	2	2.654
77	23	-	18. Acting as change agent	76	22	2	2	1.190
82	18	-	19. Providing psychological support	75	22	3	2	3.743
93	7	-	20. Suggesting new ideas and approaches for instruction	85	15	-	1	4.037*
73	27	-	21. Assisting in classroom organization and arrangement	49	49	2	2	14.894*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

Statistical analysis through the use of the Chi-square statistic revealed significant differences in the perceptions of the two supervisor groups on five of the 21 items designated as supervisory support services.

When asked about evaluating teachers, 53 percent of the 1976 supervisors responded "usually," and 47 percent responded "not usually." Sixty-four percent of the 1990 supervisors responded "usually," 29 percent responded "not usually," and seven percent responded "not applicable."

"Helping select appropriate instructional activities" prompted 86 percent of the 1976 supervisors to respond "usually," and 14 percent "not usually." In response to the same item, 73 percent of the 1990 supervisors indicated "usually," and 27 percent indicated "not usually" as the appropriate response.

Queried about aiding in the development of curriculum, 88 percent of the 1976 supervisors marked "usually," and 12 percent marked "not usually" on the survey form. Seventy four percent of the 1990 supervisors indicated "usually," 25 percent indicated "not usually," and one percent indicated "not applicable" as their choices to answer this question.

Item 20, "suggesting new ideas and approaches for instruction," drew responses of "usually" from 93 percent of the 1976 group and 85 percent from the 1990 group. The same item drew responses of "not usually" from seven percent of the 1976 supervisors, and 15 percent from the 1990

supervisors.

When asked about assisting in classroom organization and arrangement, 73 percent of the 1976 supervisors responded "usually," and 27 percent responded "not usually." Forty-nine percent of the 1990 supervisors responded "usually," 49 percent responded "not usually," and two percent responded "not applicable."

Research Question Three: How do the Teachers', Principals', and Supervisors Perceptions Compare for Current Practice and What Practice Should Be?

Introduction

Information for the tables in this section was collected from part D of the survey questionnaires which was the only section that was identical on each of the three surveys in the way the questions were structured. This section of the questionnaire focused on supervisory support services that were delivered by principals and supervisors, and received by teachers. Teachers, principals, and supervisors were asked to respond to twenty-one items that described supervisory support services with "usually," "not usually," or "not applicable." Data from the three separate questionnaires were cross-tabulated and analyzed using the

Chi-square statistic to obtain the data that make up this section.

A comparison of teachers' and principals' perceptions

Table 32 presents a comparison of the perceptions of teachers and principals in regard to the way supervisory support services were provided during the school year 1989 - 1990. Chi-square analysis revealed statistically significant differences in the perceptions of teachers and principals on all twenty-one of the items about which they were asked. Overall, principals rated themselves on all of the items listed as having provided services "usually" significantly more often than the teachers perceived they "usually" received the services.

Eight of the items, on which the two groups differed significantly, directly affect the teacher-principal relationship as it relates to the instructional program and are listed below (presented by questionnaire item number):

3. Assisting in developing effective disciplinary techniques
7. Consulting with teachers on instructional problems
10. Helping describe and analyze instructional processes
11. Helping define instructional objectives
12. Helping select appropriate instructional activities
15. Aiding in development of curricula
19. Providing psychological support
20. Suggesting new ideas and approaches for instruction

On each of these items, the majority of principals (71

Table 32. A Comparison of Responses by Principals and Teachers, Describing Their Feelings About the Way Supervisory Support Services Were Provided During the School Year 1989- 1990.

Principals				Teachers						
Usually	Not	Not	Item	U	N/U	N/A	df	X ²		
Usually	Usually	Applicable								
(Percent)										
86	13	1	1. Providing instructional materials	73	26	1	2	12.962*		
68	28	4	2. Involving teachers in system-wide instructional programs	49	51	-	2	27.094*		
85	15	-	3. Assisting in developing effective disciplinary techniques	37	61	2	2	114.530*		
73	27	-	4. Planning in-service activities	52	47	1	2	21.071*		
81	18	1	5. Evaluating teachers	40	57	3	2	79.970*		
40	58	2	6. Providing teaching demonstrations	23	76	1	2	17.647*		
86	13	1	7. Consulting with teachers on instructional problems	44	55	1	2	92.880*		
90	10	-	8. Dispensing information	62	37	1	2	49.242*		
86	13	1	9. Serving as two way communications link with the central office	44	54	1	2	88.747*		
71	29	-	10. Helping describe and analyze instructional processes	30	68	2	2	78.876*		
73	27	-	11. Helping define instructional objectives	39	60	1	2	53.819*		

Table 32. (continued)

Principals			Teachers					
Usually	Not	Applicable	Item	U	N/U	N/A	df	X ²
(Percent)	(Percent)							
64	36	-	12. Helping select appropriate instructional activities	31	69	-	2	53.624*
59	40	1	13. Helping choose methods for evaluating student progress	36	63	1	2	26.130*
87	13	-	14. Informing teachers of professional growth activities	60	39	1	2	42.476*
73	27	-	15. Aiding in development of curricula	36	63	1	2	66.353*
38	57	5	16. Conducting or directing research	17	75	8	2	27.278*
85	15	-	17. Facilitating good human relations within school and community	56	43	1	2	47.148*
72	28	-	18. Acting as change agent	26	64	10	2	101.569*
79	19	2	19. Providing psychological support	40	58	2	2	74.867*
72	27	1	20. Suggesting new ideas and approaches for instruction	34	66	-	2	70.508*
56	44	-	21. Assisting in classroom organization and arrangement	26	72	2	2	47.352*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

percent or greater) perceived that they "usually" provided the service described, while the minority of teachers (44 percent or less) perceived that the same items were "usually" provided.

Table 33 compares teachers' and principals' perceptions of the way supervisory support should ideally be provided. Statistical analyses revealed that teachers' and principals' perceptions differed significantly on nine of the twenty-one items that describe the supervisory support services. A majority (56 percent or greater) of the teachers indicated that the listed service should "usually" be provided significantly more often than the principals on the following seven items (presented by questionnaire item number):

1. Providing instructional materials
2. Involving teachers in system-wide instructional programs
4. Planning in-service activities
8. Dispensing information
9. Serving as a two way communications link with the central office
13. Helping choose methods for evaluating student progress
14. Informing teachers of professional growth activities

When asked about providing teaching demonstrations, 31 percent of the principals responded "usually," and 69 percent responded "not usually." In response to the same item, 46 percent of the teachers responded "usually," and 54 percent responded "not usually."

In response to the item that asked about acting as a

Table 33. A Comparison of Responses by Principals and Teachers, Describing Their Feelings About the Way Supervisory Support Services Should Ideally be Provided.

Principals				Teachers						
Usually	Not Usually	Applicable	Not (Percent)	Item	U	N/U	N/A	df	X ² (Percent)	
47	53	-	1.	Providing instructional materials	78	22	-	2	49.461*	
49	49	2	2.	Involving teachers in system-wide instructional programs	66	34	1	2	13.586*	
55	44	1	3.	Assisting in developing effective disciplinary techniques	63	37	-	2	4.295	
50	49	1	4.	Planning in-service activities	63	37	-	2	9.516*	
55	45	1	5.	Evaluating teachers	48	51	1	2	5.763	
31	69	-	6.	Providing teaching demonstrations	46	54	-	2	11.280*	
53	46	1	7.	Consulting with teachers on instructional problems	62	38	-	2	3.387	
59	41	-	8.	Dispensing information	74	25	1	2	15.518*	
57	42	1	9.	Serving as two way communications link with the central office	68	30	2	2	8.098*	
49	50	1	10.	Helping describe and analyze instructional processes	55	44	1	2	3.017	
54	46	-	11.	Helping define instructional objectives	59	40	1	2	1.846	

Table 33. (continued)

Principals			Teachers					
Usually	Not	Not	Item	U	N/U	N/A	df	X ²
Usually	Usually	Applicable						
(Percent)			(Percent)					
45	55	-	12. Helping select appropriate instructional activities	54	45	1	2	4.686
44	55	1	13. Helping choose methods for evaluating student progress	56	44	-	2	6.435*
61	39	-	14. Informing teachers of professional growth activities	73	26	1	2	9.151*
57	43	-	15. Aiding in development of curricula	63	36	1	2	3.079
37	62	1	16. Conducting or directing research	39	57	4	2	2.446
75	25	-	17. Facilitating good human realtions within school and community	70	30	-	2	2.995
50	49	1	18. Acting as change agent	49	43	8	2	13.236*
62	37	1	19. Providing psychological support	65	34	1	2	1.690
53	47	-	20. Suggesting new ideas and approaches for instruction	60	40	-	2	4.065
38	62	-	21. Assisting in classroom organization and arrangement	44	56	-	1	1.689

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

change agent, 50 percent of the principals indicated "usually," 49 percent indicated "not usually," and one percent indicated "not applicable" as the appropriate response. Forty-nine percent of the teachers indicated "usually," 43 percent indicated "not usually," and eight percent indicated "not applicable" as their response to the item.

A comparison of supervisors' and teachers' perceptions

Table 34 contains data comparing the perceptions of supervisors and teachers about the way supervisory support services were provided during the school year 1989 - 1990. Perceptions of teachers were found to differ from the perceptions of supervisors on all twenty-one items that described the way supervisory support services were provided by the supervisors and received by the teachers. In all cases, the supervisors perceived themselves as having "usually" provided the service significantly more frequently than the teachers perceived they "usually" received the service.

Several items are of particular interest in regard to the supervisor-teacher relationship as it influences the instructional program. On each of the following items, majorities (73 percent or greater) of the supervisors perceived the service as being "usually" provided by them, while teachers chose "usually" at significantly lower

Table 34. A Comparison of Responses by Supervisors and Teachers, Describing Their Feelings About the Way Supervisory Support Services Were Provided During the School Year 1989-1990.

Supervisors				Teachers						
Usually	Not Usually	Not Applicable	Item	U	N/U	N/A	df	X ²		
									(Percent)	(Percent)
87	11	2	1. Providing instructional materials	73	26	1	2	16.904*		
81	18	1	2. Involving teachers in system-wide instructional programs	49	51	-	2	49.136*		
54	44	2	3. Assisting in developing effective disciplinary techniques	37	61	2	2	12.938*		
87	12	1	4. Planning in-service activities	52	47	1	2	57.147*		
64	29	7	5. Evaluating teachers	40	57	3	2	35.120*		
42	54	4	6. Providing teaching demonstrations	23	76	1	2	26.667*		
87	13	-	7. Consulting with teachers on instructional problems	44	55	1	2	81.193*		
96	41	-	8. Dispensing information	62	37	1	2	64.218*		
94	6	-	9. Serving as two way communications link with the central office	44	54	2	2	109.049*		
76	23	1	10. Helping describe and analyze instructional processes	30	68	2	2	88.909*		
80	19	1	11. Helping define instructional objectives	39	60	1	2	70.905*		

Table 34. (continued)

Supervisors				Teachers				
Usually	Not Usually	Not Applicable	Item	U	N/U	N/A	df	X ²
(Percent)				(Percent)				
73	27	-	12. Helping select appropriate instructional activities	31	69	-	2	74.633*
60	39	1	13. Helping choose methods for evaluating student progress	36	63	1	2	24.454*
90	10	-	14. Informing teachers of professional growth activities	60	39	1	2	46.001*
74	25	1	15. Aiding in development of curricula	36	63	1	2	61.073*
40	57	3	16. Conducting or directing research	17	75	8	2	29.525*
89	10	1	17. Facilitating good human relations within school and community	56	43	1	2	54.636*
76	22	2	18. Acting as change agent	26	64	10	2	106.235*
75	22	3	19. Providing psychological support	40	58	2	2	54.977*
85	15	-	20. Suggesting new ideas and approaches for instruction	34	66	-	2	108.058*
38	62	-	21. Assisting in classroom organization and arrangement	26	72	2	2	25.049*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

percentages:

1. Providing instructional materials
2. Involving teachers in system-wide instructional programs
7. Consulting with teachers on instructional problems
10. Helping describe and analyze instructional processes
11. Helping define instructional objectives
12. Helping select appropriate instructional activities
14. Informing teachers of professional growth activities
15. Aiding in development of curricula
18. Acting as a change agent
19. Providing psychological support
20. Suggesting new ideas and approaches for instruction

Table 35 presents the data that resulted from the comparison of the perceptions of supervisors and teachers in regard to the way supervisory support services should ideally be provided.

On the following items, teachers indicated that the service should ideally be "usually" provided significantly more often than did the supervisors:

1. Providing instructional materials
2. Involving teachers in system-wide instructional programs
3. Assisting in developing effective disciplinary techniques
8. Dispensing information
13. Helping choose methods for evaluating student progress
14. Informing teachers of professional growth activities
19. Providing psychological support.

When asked about providing teaching demonstrations, 22 percent of the supervisors responded "usually," 75 percent responded "not usually," and three percent responded "not applicable." Concurrently, 46 percent of the teachers

Table 35. A Comparison of Responses by Supervisors and Teachers, Describing Their Feelings About the Way Supervisory Support Services Should Ideally be Provided.

Supervisors				Teachers					
Usually	Not Usually	Applicable	Not (Percent)	Item	U	N/U	N/A	df	X ² (Percent)
46	54	-		1. Providing instructional materials	78	22	-	2	48.181*
53	46	1		2. Involving teachers in system-wide instructional programs	66	34	-	2	7.443*
35	63	2		3. Assisting in developing effective disciplinary techniques	63	37	-	2	38.669*
67	32	1		4. Planning in-service activities	63	37	-	2	2.449
46	50	4		5. Evaluating teachers	48	51	1	2	1.211
22	75	3		6. Providing teaching demonstrations	46	54	-	2	27.571*
56	44	-		7. Consulting with teachers on instructional problems	62	38	-	2	1.653
54	46	-		8. Dispensing information	74	25	1	2	22.409*
59	40	1		9. Serving as two way communications link with the central office	68	30	2	2	5.100
48	51	1		10. Helping describe and analyze instructional processes	55	44	1	2	2.255
62	38	-		11. Helping define instructional objectives	59	40	1	2	0.287

Table 35. (continued)

Supervisors				Teachers				
Usually	Usually	Not Applicable (Percent)	Item	U	N/U	N/A	df (Percent)	X ²
52	48	-	12. Helping select appropriate instructional activities	54	45	1	2	0.366
42	57	1	13. Helping choose methods for evaluating student progress	56	44	-	2	7.793*
61	39	-	14. Informing teachers of professional growth activities	73	26	1	2	8.098*
56	42	2	15. Aiding in development of curricula	63	36	1	2	2.389
29	68	3	16. Conducting or directing research	39	57	4	2	5.470
73	27	-	17. Facilitating good human realtions within school and community	70	30	-	2	0.411
52	47	1	18. Acting as change agent	49	43	8	2	9.964*
50	47	3	19. Providing psychological support	65	34	1	2	9.409*
63	37	-	20. Suggesting new ideas and approaches for instruction	60	40	-	2	0.217
30	70	-	21. Assisting in classroom organization and arrangement	44	56	-	2	10.458*

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

responded "usually," and 54 percent responded "not usually" to this item.

In regard to acting as a change agent, 52 percent of the supervisors indicated "usually," 47 percent indicated "not usually," and one percent indicated "not applicable" as their response. Forty-nine percent of the teachers indicated "usually," 43 percent indicated "not usually," and eight percent indicated "not applicable" as their choice of response for this item.

In response to the item, "assisting in classroom organization and arrangement", 30 percent of the supervisors marked "usually," while 70 percent marked "not usually." For this item, 44 percent of the teachers marked "usually," and 56 percent marked "not usually" on the questionnaire.

A comparison of supervisors' and principals' perceptions

In Table 36, data are presented that compare the perceptions of supervisors and principals about the way supervisory support services were provided during the school year 1989 - 1990.

As a result of Chi-square analyses, supervisors and principals were found to differ in their perceptions on six of the twenty-one items listed in section D of the questionnaire. On the four items listed below (listed by questionnaire item number), supervisors perceived themselves to be "usually" providing the service significantly more

Table 36. A Comparison of Responses by Principals and Supervisors, Describing Their Feelings About the Way Supervisory Support Services Were Provided During the School Year 1989-1990.

Principals				Supervisors					
Usually	Not	Usually	Not	Item	U	N/U	N/A	df	x ²
(Percent)									
86	13	1	1.	Providing instructional materials	87	11	2	2	1.830
68	28	4	2.	Involving teachers in system-wide instructional programs	81	18	1	2	8.614*
85	15	-	3.	Assisting in developing effective disciplinary techniques	54	44	2	2	48.356*
73	27	-	4.	Planning in-service activities	87	12	1	2	12.287*
81	18	1	5.	Evaluating teachers	64	29	7	2	17.526*
40	58	2	6.	Providing teaching demonstrations	42	54	4	2	3.899
86	13	1	7.	Consulting with teachers on instructional problems	87	13	-	2	0.032
90	10	-	8.	Dispensing information	96	4	-	1	4.719*
86	13	1	9.	Serving as two way communications link with the central office	94	6	-	2	5.699
71	29	-	10.	Helping describe and analyze instructional processes	76	23	1	2	2.239
73	27	-	11.	Helping define instructional objectives	80	19	1	2	2.951

Table 36. (continued)

Principals			Supervisors					
Usually	Not Usually	Not Applicable	Item	U	N/U	N/A	df	X ²
(Percent)								
64	36	-	12. Helping select appropriate instructional activities	73	27	-	2	3.378
59	40	1	13. Helping choose methods for evaluating student progress	60	39	1	2	0.069
87	13	-	14. Informing teachers of professional growth activities	90	10	-	2	1.532
73	26	1	15. Aiding in development of curricula	74	24	2	2	1.617
38	57	5	16. Conducting or directing research	40	57	3	2	0.661
85	15	-	17. Facilitating good human realtions within school and community	89	10	1	2	3.332
72	28	-	18. Acting as change agent	76	22	2	2	2.061
79	19	2	19. Providing psychological support	75	22	3	2	1.557
72	27	1	20. Suggesting new ideas and approaches for instruction	85	15	-	2	8.809*
56	44	-	21. Assisting in classroom organization and arrangement	49	49	1	2	4.033

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

than did the principals.

- 2. Involving teachers in system-wide instructional programs
- 4. Planning in-service activities
- 8. Dispensing information
- 20. Suggesting new ideas and approaches for instruction.

On the following items, principals perceived themselves to have "usually" provided the listed service significantly more often than did supervisors (listed by questionnaire item number):

- 3. Assisting in developing effective disciplinary techniques
- 5. Evaluating teachers.

Table 37 contains data comparing the perceptions of supervisors and principals about the way supervisory support services should ideally be provided. Statistical analyses revealed five items, of the twenty-one items in section D of the questionnaire, on which the supervisors and principals differed significantly in their perceptions.

On three of the items, majorities (55 percent or greater) of the principals perceived that they should provide the listed service "usually" significantly more than did the supervisors. These items are (presented by questionnaire item number):

- 3. Assisting in developing effective disciplinary techniques
- 5. Evaluating teachers
- 19. Providing psychological support

In response to the item regarding planning in-service activities, 67 percent of the supervisors responded

Table 37. A Comparison of Responses by Principals and Supervisors, Describing Their Feelings About the Way Supervisory Support Services Should Ideally be Provided.

Principals				Supervisors					
Usually	Not Usually	Applicable	Not (Percent)	Item	U	N/U	N/A	df	X ²
47	53	-	-	1. Providing instructional materials	46	54	-	2	0.087
49	49	2	2	2. Involving teachers in system-wide instructional programs	53	46	1	2	0.650
55	44	1	1	3. Assisting in developing effective disciplinary techniques	35	63	2	2	17.703*
50	49	1	1	4. Planning in-service activities	67	32	1	2	11.457*
55	45	-	-	5. Evaluating teachers	46	50	4	2	9.233*
31	69	-	-	6. Providing teaching demonstrations	22	75	3	2	5.686*
53	46	1	1	7. Consulting with teachers on instructional problems	56	44	-	2	0.229
59	41	-	-	8. Dispensing information	54	46	-	1	1.057
57	42	1	1	9. Serving as two way communications link with the central office	59	40	1	2	0.159
49	50	1	1	10. Helping describe and analyze instructional processes	48	51	1	2	0.638
54	46	-	-	11. Helping define instructional objectives	62	38	-	2	2.712

Table 37. (continued)

Principals			Supervisors					
Usually	Not	Not	Item	U	N/U	N/A	df	X ²
Usually	Usually	Applicable						
(Percent)			(Percent)					
45	55	-	12. Helping select appropriate instructional activities	52	48	-	2	1.852
44	55	1	13. Helping choose methods for evaluating student progress	42	57	1	2	0.165
61	39	-	14. Informing teachers of professional growth activities	61	39	-	2	0.817
57	43	-	15. Aiding in development of curricula	56	42	2	2	1.510
37	62	1	16. Conducting or directing research	29	68	3	2	2.584
75	25	-	17. Facilitating good human realtions within school and community	73	27	-	2	1.482
50	49	1	18. Acting as change agent	52	47	1	2	0.220
62	37	-	19. Providing psychological support	50	47	3	2	7.903*
53	47	-	20. Suggesting new ideas and approaches for instruction	63	37	-	2	4.476
38	62	-	21. Assisting in classroom organization and arrangement	30	70	-	2	4.064

U=Usually, N/U=Not Usually, N/A=Not Applicable

* Value significant at the .05 level

"usually," 32 percent responded "not usually," and one percent responded "not applicable." Fifty percent of the principals responded "usually," 49 percent responded "not usually," and one percent responded "not applicable."

When queried about providing teaching demonstrations, both supervisors and principals responded in the majority that they should "not usually" provide that service. Thirty-one percent of the principals responded "usually," and 69 percent responded "not usually" to the item. At the same time, 22 percent of the supervisors responded "usually," 75 percent responded "not usually," and three percent responded "not applicable" in regard to providing teaching demonstrations.

Summary

This chapter has presented the data that resulted from teachers', principals', and supervisors' responses to the survey questionnaires. Chapter five presents a discussion of the findings of the data with the conclusions and recommendations that are a result of the findings.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Introduction

This chapter is organized into four sections. A summary of the study is presented in the first section. A summary of the findings is presented in the second section. Conclusions and discussion are presented in the third section and recommendations are presented in the final section of the chapter.

SUMMARY OF THE STUDY

Despite a tacit understanding in secondary education that supervision is a necessary activity, the literature provides evidence that teachers view supervision with attitudes ranging from apathy to disdain and fear. Previous research had examined the perceptions of teachers, principals, and supervisors about the roles and practice of supervision. What was lacking was a recent examination of the perceptions of these groups about present practice and further there was little research regarding the perceptions

of these groups about the ideal or desired practice of supervision.

The purpose of this study was to investigate the perceptions of teachers, principals, and supervisors in the public schools of Tennessee about the present practice and ideal practice of supervision. Additionally, this study sought to examine the differences in perceptions between the current study groups and similar groups study by Beach (1976) in an effort to determine if perceptions had changed significantly in the past fifteen years. The following research questions guided the study:

1. What are the perceptions of teachers, principals, and supervisors of current supervisory practice?
2. How do these perceptions of current practice compare with those of similar groups studied in 1976?
3. How do teachers', principals', and supervisors' perceptions compare for current practice and what practice should be?

Data were collected by means of three separate survey questionnaires that were mailed to a computer-generated random sample of teachers, principals, and supervisors. The study samples consisted of 277 teachers, 215 principals, and 171 supervisors in the public schools of Tennessee who completed and returned the survey instruments. Of the 901 surveys mailed, 663 were returned and usable which provided an overall return rate of 74 percent.

Data were coded, converted to percentages and subjected to analysis, primarily through the use of the Chi-square subprogram of the SAS, version 6.04, computer program.

SUMMARY OF THE FINDINGS

Research Question 1--How teachers, principals, and supervisors perceived the current practice of supervision.

Teachers perceived that the three persons most likely to provide instructional support and provide supervisory support services were the principal, assistant principal, and the general instructional supervisor. In general, teachers did not believe they were receiving adequate support from any source. Specifically, teachers reported that sixteen of the twenty-one items listed as supervisory support services were not provided when needed. Teachers did perceive that observations were primarily for evaluation purposes

When compared by years of experience, differences between teachers could be distinguished in that the less experienced teachers (0-6 years of experience) generally reported greater feelings of support from supervisory personnel and they felt that the services they received were more beneficial than did the more experienced teacher group (seven or more years of experience).

A majority of principals (56 percent or more) felt that they provided adequate supervisory support in the form of observations, conferences, and other supervisory support services. Specifically, principals reported that they provided all twenty-one of the supervisory support services that made up section D of the questionnaire.

When compared by years of administrative experience, few differences were found between the perceptions of less experienced (0-6 years of experience) and more experienced (seven or more years of experience) principals about the supervisory support they provided to teachers. In the few instances where statistically significant differences did exist, the percentages of responses were majorities (60 percent or more) in a positive direction and indicated that all the principals, regardless of experience, felt that the service was being provided by them. All principals perceived that observations were primarily for evaluation purposes.

Most supervisors believed that they provided instructional support and supervisory support services when needed. Specifically, they reported that they provided adequate support in the form of observations and conferences and that they provided all twenty-one of the supervisory support services when needed.

Supervisors could be differentiated by experience on only three items that related to observations, conferences,

or supervisory support services. However, as with the principals, statistical differences were found in instances where supervisors in the majority (81 percent or more) felt the service was provided as needed. A majority of all supervisors (71 percent or more) perceived that observations were for evaluation purposes.

Research Question 2--How do perceptions of teachers, principals, and supervisors compare with those of like groups studied in 1976?

Teachers in both the 1976 and 1990 study groups felt that the three persons most likely to provide supervisory support were the principal, assistant principal, and supervisor. Definite differences were noted in the perceptions of teachers in that the 1990 teachers reported significantly more observations and conferences taking place and that there was an increased incidence of participation in these activities by the assistant principal and the general instructional supervisor. Also, the 1990 teachers indicated that the length of observations and conferences were significantly longer than those reported in 1976.

For the most part, teachers in both studies agreed that the supervisory support services listed were not provided when needed. Three of the four items on which there was a significant difference in responses were perceived by

majorities (59 percent or more) of both groups of teachers to have been not usually provided when needed. Teachers in 1976 perceived that the service of evaluating teachers was provided when needed while the 1990 teachers felt it was not.

Teachers in 1976 felt that observations were not usually for evaluation purposes, but the 1990 teachers (62 percent) felt that they were.

Principals in the two study groups differed significantly on fourteen of the fifteen items regarding observations and conferences. In every case, the 1990 principals perceived that they conducted more observations and conferences and that the activities were more beneficial to teachers than did the 1976 principals. However, the 1976 principals reported that the observations and conferences they conducted were significantly longer in minutes than those of the 1990 principals. The only item on which the 1990 principals reported longer times was the length of classroom observations.

Principals in both groups agreed that they usually provided supervisory support services when needed. On the three items where statistical significance was found, majorities (56 percent or more) of both groups responded in a positive direction that the service was usually provided.

The two groups of supervisors differed on fourteen of the seventeen items describing participation in observations

and conferences. The 1990 supervisors perceived themselves to be more often involved, and for longer periods of time, in the support of instructional programs than did the 1976 supervisors. Generally, the supervisors all agreed that observations were helpful to teachers. While the 1976 supervisors did not perceive that observations were primarily for evaluation purposes, the 1990 supervisors did feel they were.

Both groups of supervisors felt that they provided all twenty-one of the supervisory support services listed. The only statistically significant differences noted were on four of the items for which majorities (64 percent or more) of both groups felt they provided the service. Thus it appeared that the supervisors actually agreed that the services were provided by them.

Research Question 3--How do teachers', principals', and supervisors' perceptions compare for current practice and what practice should be?

Teachers and principals agreed that principals were involved in observation of instruction and in conferencing with teachers. They also agreed that observations were primarily for evaluation purposes. They disagreed in their perceptions of the provision of supervisory support services. Teachers felt they did not receive adequate support and principals felt they did, in fact, provide

adequate support. Teachers believed they were not receiving sixteen of the twenty-one supervisory support services, while principals believed they were providing all of the services when needed.

Teachers and supervisors agreed that supervisors were involved in observation of instruction and in conferences with teachers. They also agreed that observations were primarily for evaluation purposes.

Supervisors and teachers disagreed that teachers were receiving adequate support for their instructional program. Specifically, they disagreed on all twenty-one items that made up the list of supervisory support services. In each case, supervisors perceived that they provided the service significantly more than the teachers perceived they received it.

Supervisors and principals generally agreed that they provided supervisory support to teachers. The two groups disagreed on only six of the twenty-one services. Supervisors perceived that they provided services that involved a system-wide application, such as involving teachers in system-wide instructional programs, significantly more than did principals. Principals perceived that they evaluated teachers and assisted in developing disciplinary techniques significantly more than did supervisors.

In regard to the ideal practice of supervision,

teachers and principals agreed that twelve of the twenty-one supervisory support services should usually be provided. Generally, they agreed that principals should be involved in observations, conferences, evaluations, and the provision of support services. They disagreed on nine of the twenty-one supervisory support services with teachers reporting that the item should usually ideally be provided for seven of the services, while principals felt they should usually not be provided. Principals felt they should usually act as a change agent more than did the teachers.

Supervisors and teachers agreed that, ideally, supervisors should be involved in observations, conferences and evaluation of teachers. However, teachers more frequently felt that observations should be helpful. Additionally, teachers perceived that supervisors should ideally involve teachers in system-wide activities and provide other support services, such as psychological support, significantly more than did supervisors. Supervisors felt they should, ideally, act as change agents more than did teachers. Also, supervisors perceived they should "not usually" assist in activities such as classroom organization and arrangement or provision of instructional materials, while teachers felt they should.

Supervisors and principals generally agreed on the way supervisory support should be provided to teachers. Statistical differences were noted on only five of the

twenty-one supervisory support services. Principals perceived that they should provide services such as assisting in developing disciplinary techniques, evaluating teachers, and providing psychological support more than did supervisors. Supervisors felt they should be planning in-service activities more than did the principals. Neither group felt they should provide teaching demonstrations, but supervisors felt significantly more than principals that they should not provide this service.

In terms of a comparison of perceptions of present practice and ideal practice, teachers indicated that the present practice of observations and conferences should basically remain the same in an ideal practice. They did indicate that while classroom observations are presently scheduled in advance, ideally, they should not usually be. Also, in contrast to present practice, teachers felt that observations should, ideally, not be for evaluation purposes, but should be helpful. Teachers also felt that unlike current practice, they should receive adequate support in solving their instructional problems.

While teachers perceived that sixteen of the twenty-one supervisory support services, that made up section D of the questionnaire, were not presently provided, they felt that seventeen of the twenty-one should, ideally, be provided. Items dealing with evaluating teachers, providing teaching demonstrations, conducting or directing research, and

assisting in classroom organization and arrangement were deemed by teachers to be items that should be not usually provided.

Principals tended to agree with teachers that the present practice of observations and conferences should remain basically unchanged, and that, unlike present practice, observations should not usually be scheduled in advance, and that observations should not usually be for evaluation purposes. Furthermore, they indicated that conferences should not usually be scheduled in advance.

In contrast to the teachers' perceptions, principals perceived that they provided all twenty-one of the supervisory support services. They agreed with teachers that they should not, ideally, assist in classroom organization and arrangement or conduct or direct research, nor should they provide teaching demonstrations. Principals disagreed with teachers by indicating that they should not, ideally, provide instructional materials, help describe and analyze instructional processes, help select appropriate instructional activities, or help choose methods for evaluating student progress.

Comparing supervisors' perceptions of the present and ideal practice of supervision revealed that supervisors agreed with teachers and principals that the current practice of observations and conferences should, ideally, remain basically as is, but that observations, which are

currently scheduled in advance, should not, ideally, be scheduled in advance. Also, supervisors agreed with teachers and principals that observations should not, ideally, be for evaluation purposes. In addition, supervisors felt that observations should not, ideally, be preceded by a conference and that conferences should not necessarily include observation of instruction.

In terms of the supervisory support services listed in section D of the questionnaire, supervisors agreed with teachers and principals that they should not, ideally, provide teaching demonstrations, conduct or direct research, or assist in classroom organization and arrangement. Supervisors agreed with principals, but disagreed with teachers, that they should not, ideally, provide instructional materials, help describe and analyze instructional processes, or help choose methods for evaluating student progress. In addition, supervisors disagreed with teachers and principals that they should assist in developing effective disciplinary techniques or be involved in evaluating teachers.

CONCLUSIONS

This study was conducted in an attempt to determine the perceptions of teachers, principals, and supervisors about the current practice and the ideal practice of supervision.

In addition, a comparison of the perceptions of these groups with perceptions of similar groups studied in 1976 was made in an effort to determine if the perceptions of the groups had changed over time. Based on the analysis of the data and the resulting findings, the following conclusions were reached:

1. Teachers were generally satisfied with the current system of observations and conferences as provided by principals and supervisors, but they did not perceive them to be helpful.

2. Principals and supervisors were generally satisfied with the current system of observations and conferences and they perceived that they were beneficial to the teachers.

3. A significant gap existed in the perceptions of teachers and those of principals and supervisors as to the benefit of observations and conferences to teachers.

4. Teachers, principals, and supervisors agreed that classroom observations were primarily used for evaluation purposes.

5. The Comprehensive Education Reform Act of 1984 (CERA) had made a significant difference in the frequency of classroom observations and conferences by principals and supervisors.

6. A significant difference in the length of classroom observations existed with the 1990 principals and

supervisor reporting longer observations than those of 1976.

7. In spite of the increased frequency, the duration of conferences were generally shorter than they were in 1976, and teachers did not feel that their instructional needs were being met by the observations and conferences

8. CERA appeared to have fostered greater emphasis by principals and supervisors on the evaluation of teacher performance rather than instructional improvement.

9. The currently used system of delivering instructional support services appeared to have changed little since it was examined by Beach in 1976 and was found to have failed to meet the instructional needs of teachers.

10. Teachers in 1976 generally felt more support than did the 1990 teachers in solving their instructional problems.

11. A difference in the perceptions of teachers and those of principals and supervisors existed in that teachers perceived they did not receive supervisory support when needed.

12. Supervisors and principals appeared to be less aware of the needs of more experienced teachers and as a result, teachers with fewer years of experience perceived that they received more adequate supervisory support than did the more experienced teachers.

13. Supervisors and principals placed a higher priority on administrative tasks than on tasks that directly

affected instructional improvement.

14. A definite difference in perceptions existed between teachers and principals/supervisors in regard to the way supervision should ideally be provided.

15. Teachers would, ideally, like more direct involvement by principals and supervisors in their instructional programs.

16. A gap in perceptions of the ideal existed in that principals and supervisors would, ideally, prefer to maintain status quo or even begin a retrenchment in regard to some supervisory support services and in regard to observations and conferences.

DISCUSSION

Based on the findings and conclusions, it appeared that definite differences in perceptions existed between teachers and administrators. Teachers generally indicated that supervision, as presently practiced, was banal at best. While they accepted the system of observations and conferences, it seems to have been from an attitude of resignation to the fact that the system was mandated by state law. In other words, the system was just one more regulation to be endured. Teacher attitudes of this nature are not surprising in that the literature has shown teachers to exhibit attitudes ranging from apathy to disdain in

regard to supervision.

Principals and supervisors appeared to agree with teachers that the state mandated system of observations and conferences were required therefore necessary. But, these administrators, either honestly or hopefully, felt that the observation and conference process was beneficial to teachers.

In contrast to teacher perceptions, and as typically shown in the literature, principals and supervisors appeared to believe that the tasks they involved themselves in were of benefit to the instructional program.

Even when considering the ideal supervisory practice, teachers and administrators differed in their perceptions. Teachers want more involvement from principals and supervisors in the instructional program.

They want instructional materials. Principals and supervisors don't want to provide them or believe that someone else should be responsible for providing them.

Teachers want help describing and analyzing instructional processes, developing instructional objectives, selecting instructional activities, and aid in the development of curriculum. Principals would rather assist in developing effective disciplinary techniques, dispense information, act as a change agent, or facilitate good human relations in the school and community. Supervisors would rather plan in-service activities, involve

teachers in system-wide instructional programs or serve as a two-way communications link with the central office.

While the administrative tasks mentioned are a part of the total schooling process, teachers need more involvement by administrators (principals and supervisors) in classroom instructional processes.

Teachers in 1990 were not very different from those studied in 1976. Both groups did not feel they were getting from the supervisory process the things that would benefit their instructional program the most. Both groups believed that principals and supervisors busied themselves with tasks that had only peripheral influence on instructional improvement.

While teachers in 1990 differed from their 1976 colleagues in their perceptions of the number and duration of observations and conferences, they tended to agree that such activities were not necessarily helpful. Certainly CERA had caused an increase in the frequency of the number and length of observations and conferences, but mandated reform appears to have had little affect on the quality of such activities as they relate to instructional improvement. Teachers from both studies seemed to accept, with resignation, that observations and conferences are necessary, but teachers in 1990 tended to feel that the process was less beneficial than did the 1976 teachers. As a result, it seems that an increase in the frequency of

activities, such as observations and conferences, is not necessarily equated with an increase in the quality or value of the activity. Real reform must involve a new way of working with teachers in genuine efforts to improve instruction.

Principals and supervisors studied in 1976 and 1990 shared similar perceptions of their involvement in the instructional process. They all tended to busy themselves with tasks not directly related to instructional improvement and they all appeared to have believed that observations and conferences were effective for instructional improvement. While the 1990 principals and supervisors perceived that they were involved in the observation and conference process more frequently than the 1976 group, they would prefer to scale back that involvement.

The 1990 administrators appeared to believe that the observation and conference process should be less rigid and that observations should not necessarily be for evaluation of teachers. It seems as though these administrators have resigned themselves to the fact that state-mandated processes must be adhered to but that they would rather be involved in observations and conferences that are not tied to evaluation. It may also be that these administrators choose to hide behind the mandated system in order to excuse themselves from any sense of responsibility for instructional improvement that may be possible from a more

frequent use of clinical supervisory processes.

RECOMMENDATIONS

This study provided data, findings, and conclusions that indicated discrepancies in the perceptions of teachers, principals, and supervisors existed about the way supervision was currently practiced and about the way supervision should be practiced. Furthermore, this study has shown that the perceptions of teachers, principals, and supervisors about supervisory support activities have changed little from the time they were examined in 1976 until this examination in 1990. The changes in perceptions that were noted were primarily the result of state-mandated reform and generally were technical changes in processes rather than in the improvement of the quality of supervisory activities.

As a result, several recommendations can be made in regard to changes in the way supervision is promoted and practiced.

1. If it can be agreed that instructional improvement is the focus of supervision, principals and supervisors need to become more aware of the instructional needs of teachers and find methods by which they can help meet those needs.

2. If they are genuinely interested in instructional improvement, principals and supervisors need to be

encouraged to practice some system of clinical supervision in which observations and conferences have instructional improvement as their purpose rather than merely the evaluation of performance.

3. Principals and supervisors need to make teachers aware of the supervisory support services (such as those listed in section D of the questionnaire) they are willing and able to provide and should make every effort to learn what the teachers desire in terms of supervisory services. With such knowledge, if they are concerned with instructional improvement, the administrators and teachers can work together to eliminate much of the gap in perceptions regarding the provision of supervisory support services.

4. If it can be agreed that instructional improvement is the focus of supervision, it is the opinion of the researcher that principals and supervisors need to examine the priority they place on various support services and emphasize those that are instructionally-related and de-emphasize those that are administratively-related.

5. The TASCD (Tennessee Association for Supervision and Curriculum Development) and other professional organizations should assist those persons involved in supervision across the state by encouraging local school superintendents and school boards to re-examine the demands made upon principals and supervisors with a view toward

lessening the demands that detract from their instructional supervisory responsibilities.

6. Colleges and universities that have departments that provide training in administration and supervision should re-examine their curricular offerings to be certain the curriculum adequately prepares potential principals and supervisors to be instructional leaders as well as administrators.

7. The State Department and Board of Education in Tennessee should explore avenues for providing additional supervisory personnel in each local school district and finding ways to relieve supervisors and principals of administrative tasks that interfere with their being involved in instructional improvement.

Further Research

This study has attempted to determine the perceptions of teachers, principals, and supervisors about the present practice and the ideal practice of supervision and how those perceptions have changed or remained since a similar study was done in 1976. What has been shown is that definite differences existed in the perceptions between the three groups in regard to present and ideal practice, but that perceptions among the groups had changed little over the years, even in view of major educational reform mandated in

1984. What this study was not able to determine was why the gaps in perceptions existed and why they have persisted, virtually unchanged, throughout the years. Therefore, it is suggested that further research needs to be done that would seek to determine why perceptions continue to vary among teachers, principals and supervisors. Such research could be as follows:

1. A future study should replicate the examination of perceptions conducted in this study to provide periodic assessment of the agreement or disagreement in perceptions among teachers, principals, and supervisors in an effort to provide longitudinal evidence with which local and state leaders in government and education may be encouraged to provide assistance to supervisory personnel and supervisory processes so that the goal of instructional improvement can become a reality.

2. A study that involves more in-depth examination of teachers', principals', and supervisors' perceptions through interviewing processes should be done that focuses on determining why the gaps in perceptions exist and what steps could be taken to ameliorate the differences. If gaps can be closed, teachers and administrators should be better able to work together for the best possible instructional program.

3. Research should be done to determine why Tennessee principals and supervisors choose to focus their efforts on

administrative tasks rather than those that more directly involve them in instructional improvement. A study such as this may be able to determine to what extent the tasks of the supervisor are specified by the organization and to what extent they are chosen by the supervisors themselves.

4. Research needs to be done to determine if principals and supervisors, in fact, know how to perform instructional supervision. The failure of many principals and supervisors to be involved in instructional supervision may be a result of a lack of training in instructional supervisory methodology and techniques.

5. Research needs to be done to determine if teachers have been trained to be supervised. Do teachers know what is expected of them and do they know how to respond to suggestions from the supervisor? The gaps in perceptions held by teachers and supervisors/principals may be the result of a lack of understanding on the part of the teacher as to the way instructional supervision should be conducted and of the way it could work to improve instruction.

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APPENDICES

Appendix A
BEACH SURVEY FORMS

TEACHER'S INSTRUCTIONAL SUPERVISION OPINIONNAIRE

- A. 1. Check the category which includes the major portion of your teaching day:
 elementary _____ junior high _____ middle school _____ high school _____
2. Check the category which best describes your school system
 _____ city, less than 25,000 population
 _____ county, predominantly rural _____ city, 25,000-125,000 population
 _____ county, urban - suburban _____ city, more than 125,000 population
3. Prior to this school year, how many years of teaching experience do you have?
 0 _____ 1-2 _____ 3-5 _____ 6-10 _____ 11-15 _____ 15+ _____
4. Are you department or grade chairperson or team leader? _____ yes _____ no
5. Check your level of educational training.
 Bachelors _____ Masters _____ Masters plus _____ Certificate with less than Bachelors _____

1974-75 CLASSROOM

7-12 OBSERVATIONS, 7-2-6

Number of observations	Average length of observations (minutes)
None	120+
1	61-120
2	31-60
3	21-30
4	11-20
5	1-10
6	Monthly
7	Each Grading Period
8	Each Grading Period
9	Each Grading Period
10	Each Grading Period
11	Each Grading Period
12	Each Grading Period
13	Each Grading Period
14	Each Grading Period
15	Each Grading Period
16	Each Grading Period
17	Each Grading Period
18	Each Grading Period
19	Each Grading Period
20	Each Grading Period
21	Each Grading Period
22	Each Grading Period
23	Each Grading Period
24	Each Grading Period
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27	Each Grading Period
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29	Each Grading Period
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31	Each Grading Period
32	Each Grading Period
33	Each Grading Period
34	Each Grading Period
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36	Each Grading Period
37	Each Grading Period
38	Each Grading Period
39	Each Grading Period
40	Each Grading Period
41	Each Grading Period
42	Each Grading Period
43	Each Grading Period
44	Each Grading Period
45	Each Grading Period
46	Each Grading Period
47	Each Grading Period
48	Each Grading Period
49	Each Grading Period
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51	Each Grading Period
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53	Each Grading Period
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87	Each Grading Period
88	Each Grading Period
89	Each Grading Period
90	Each Grading Period
91	Each Grading Period
92	Each Grading Period
93	Each Grading Period
94	Each Grading Period
95	Each Grading Period
96	Each Grading Period
97	Each Grading Period
98	Each Grading Period
99	Each Grading Period
100	Each Grading Period

1974-75

27-36 CONFERENCES, 7-2-6

Number of conferences	Average length of conferences (minutes)
None	120+
1	61-120
2	31-60
3	21-30
4	11-20
5	1-10
6	Weekly
7	16-30
8	11-15
9	6-10
10	5-10
11	4-5
12	3-4
13	2-3
14	1-2
15	1-2
16	1-2
17	1-2
18	1-2
19	1-2
20	1-2
21	1-2
22	1-2
23	1-2
24	1-2
25	1-2
26	1-2
27	1-2
28	1-2
29	1-2
30	1-2
31	1-2
32	1-2
33	1-2
34	1-2
35	1-2
36	1-2
37	1-2
38	1-2
39	1-2
40	1-2
41	1-2
42	1-2
43	1-2
44	1-2
45	1-2
46	1-2
47	1-2
48	1-2
49	1-2
50	1-2
51	1-2
52	1-2
53	1-2
54	1-2
55	1-2
56	1-2
57	1-2
58	1-2
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79	1-2
80	1-2
81	1-2
82	1-2
83	1-2
84	1-2
85	1-2
86	1-2
87	1-2
88	1-2
89	1-2
90	1-2
91	1-2
92	1-2
93	1-2
94	1-2
95	1-2
96	1-2
97	1-2
98	1-2
99	1-2
100	1-2

B. During this school year, which of the following individuals have observed your class or consulted with you relative to your instructional program?

- Principal _____
 Assistant Principal _____
 Department or grade chairperson or team leader _____
 Building level curriculum leader _____
 Other support personnel such as: areas of reading, special education, career and vocational education, Federal title programs _____
 General instructional supervisor or consultant from system _____
 Subject area or grade specialist or consultant from system _____
 Instructional supervisor from cooperative _____
 Assistant supervisor from cooperative _____
 Superintendent _____

*Formal and informal interactions concerned with instructional program.

BEACH,
1976

II

C. Check the column which best describes your feelings about the observations and conferences relative to instruction which you experienced this school year.

47-66

1. Were the classroom observations scheduled in advance?
2. Did you request the observations?
3. Were the observations preceded by a conference?
4. Afterwards, did you receive a written report?
5. Were observations followed by a conference?
6. Did you find the observations helpful?
7. Did you feel confident while being observed?
8. Were observations long enough to include an entire lesson?
9. Were observations disruptive to the class?
10. Were the observations for evaluation purposes?
11. Did you visit other teachers and observe their instructional program?
12. Did you request the conferences?
13. Were conferences scheduled in advance?
14. Did the conferences include observation of instruction?
15. Were you the only teacher present at the conferences?
16. Were conferences held in presence of students?
17. Were faculty meetings used for solving instructional problems?
18. Were you included in system-wide planning for curriculum and instruction?
19. Did you receive adequate support in solving your instructional problems?
20. Did you confer with other teachers in your instructional planning?

ALWAYS	USUALLY	SELDOM	NEVER	NOT APPLICABLE
	14	72	14	
	12	72	15	
	14	73	13	
	21	64	14	
	34	54	12	
	44	42	14	
	62	22	16	
	21	55	14	
	17	69	14	
	26	44	20	
	13	75	9	
	22	64	14	
	29	57	14	
	30	51	19	
	52	30	18	
	17	69	14	
	22	61	7	
	34	59	7	
	54	37	9	
	62	33	5	

III

D. Check whether or not each of the following instructional supervisory support services was provided for you this school year and whether or not each is a service which you think should be increased.

88-107

47-87

Is the service provided when needed?				Would you desire an increase in the service?	
Always	Usually	Seldom	Never	Yes	No
	61	38	1	96	13
	47	53		79	21
	36	64		76	24
	49	51		75	25
	53	47		70	30
	30	69	1	86	14
	46	54		86	14
	53	45		79	21
	42	58		82	18
	35	65		86	14
	42	57		84	16
	41	59		85	15
	33	67		81	19
	64	36		79	21
	44	56		83	17
	29	71		80	20
	54	45	1	85	15
	38	63	1	85	15
	40	60		85	15
	37	63		82	12

Var.
2-7

- A. 1. Check the category which best describes your school.
 ___ elementary ___ Junior high ___ high school
 ___ K-8 ___ middle school ___ K-12
2. Is your school accredited by SACS?
 ___ yes ___ no ___ in process of initial evaluation
3. Check the category which best describes your school district.
 ___ county, predominantly rural ___ city, less than 25,000 population
 ___ county, urban - suburban ___ city, 25,000-125,000 population
 ___ city, 125,000+ population
4. Prior to this school year, how many years of school administrative experience do you have?
 ___ 0-2 ___ 3-5 ___ 6-10 ___ 11-15 ___ 15+
5. How many years of teaching experience did you have before becoming an administrator?
 ___ 0 ___ 1-2 ___ 3-5 ___ 6-10 ___ 11-15 ___ 15+
6. Do you hold a Tennessee professional certificate for the principalship at the grade level which you are working?
 ___ yes ___ no ___ no, but will by September 24, 1996 OMIT 23
25-39

8-22
How many times?

Average length
in minutes

None	IV					Daily																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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9. Were observations disruptive to classes?
10. Were the observations for evaluation purposes?
11. Did you feel welcome in the classrooms?
12. Did the teacher request the conference?
13. Were conferences scheduled in advance?
14. Did the conference include observation of instruction?
15. Did the conferences involve only one teacher?
16. Were conferences held in the presence of students?
17. Were faculty meetings used for solving instructional problems?
18. Did you involve teachers in system-wide planning for curriculum and instruction?
19. Did you feel competent to deal with teachers' instructional problems?
20. Were you the only source of instructional supervisory support utilized by the teachers?

ALWAYS	USUALLY	SOMETIMES	NEVER	NOT APPLICABLE
	13	23	-	4
	77	19		4
	88	8		4
	30	63		7
	69	26		5
	86	9		5
	80	15		5
	17	78		5
	49	49		2
	70	25		5
	83	15		2
	40	53		7

*Formal and informal interactions concerned with instructional program.

- VI
- D. Check whether or not each of the following instructional supervisory support services was provided by you this school year and whether or not each is a service which you think you should increase.

67-87

88-108

Did you provide the service when needed?					Would you desire to increase the service?	
Always	Usually	Seldom	Never	N/A	Yes	No
88	12				86	14
73	27				85	15
92	8				87	13
79	21				82	18
89	11				71	29
33	66				71	29
88	12				92	8
93	7				83	17
89	11				77	23
76	24				91	9
81	19				91	9
71	29				89	11
70	30				88	12
90	8				87	13
82	18				92	8
40	60				78	22
95	5				95	5
80	20				90	10
82	18				92	8
87	13				94	6
77	23				77	23

- 2-7- A. 1. Check the category which includes your instructional supervisory responsibilities.
☒ elementary ☐ secondary ☐ K-12 ☐ middle and/or junior high
☐ specific subject area(s), please specify _____
2. Are the schools you served accredited by SACS
☐ yes ☐ no ☐ some are in process of initial evaluation
3. Check the category which best describes your school district.
☐ county, predominantly rural ☐ city, less than 25,000 population
☐ county, urban - suburban ☐ city, 25,000-125,000 population
☐ city, more than 125,000 population
4. Do you hold a Tennessee professional certificate for supervision?
☐ yes ☐ no ☐ no, but will by September 1, 1975
5. How many years of teaching experience did you have before becoming a supervisor?
☐ 0-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 15+
6. How many years of supervisory experience?
☐ 0 ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ 11-15 ☐ 15+

VII

- B. During this school year, how many times and for how long did you do the following:

How many times?			Average length in minutes					
None	1-5		1-10	11-20	21-30	31-60	61-120	120+
18	50	51	37	63				
1	30	49	8	92				
4	36	40	47	52				
5	32	23	67	33				
7	31	51	53	47				
11	41	48	32	68				
30	43	7	67	33				
18	42	40	56	44				
10	26	64	25	75				
5	20	76	23	77				
41	40	19	52	48				
26	33	41	59	41				
10	71	19	31	69				
2	19	79	6	12	21	29	37	
22	14	34	11	7	21	21	24	
6	44	50	23	77				
4	35	61	17	83				

VIII

- C. Check the column which best describes your feelings about the observations and conferences* relative to instruction which you conducted this year.

11-1-66

1. Were the classroom observations scheduled in advance?
2. Did the teacher request the observation?
3. Were observations preceded by a conference?
4. Afterwards, did you submit a written report?
5. Were observations followed by a conference?
6. Did you think the observations were helpful to the teachers?
7. Did the teachers appear confident while being observed?
8. Were observations long enough to include an entire lesson?

ALWAYS	USUALLY	NOT USUALLY	NEVER	NOT APPLICABLE
	33	65		2
	55	43		2
	52	46		2
	46	51		4
	84	14		2
	91	7		2
	95	3		2
	83	15		2

9. Were observations disruptive to classes?
10. Were the observations for evaluation purposes?
11. Did you feel welcome in the classrooms?
12. Did the teacher request the conference?
13. Were conferences scheduled in advance?
14. Did the conference include observation of instruction?
15. Did the conferences involve only one teacher?
16. Were conferences held in the presence of students?
17. Were faculty meetings used for solving instructional problems?
18. Did you involve teachers in system-wide planning for curriculum and instruction?
19. Did you feel competent to deal with teachers' instructional problems?
20. Were you the only source of instructional supervisory support utilized by the teachers?

ALWAYS	USUA	USUA	NEVE	NOT APPL
	9	89		2
	39	59		3
	95	4		1
	37	59		4
	60	37		3
	25	11		4
	85	11		4
	12	84		4
	37	55		8
	87	12		1
	94	5		1
	45	52		3

*Formal and informal interactions concerned with instructional program.

- D. Check whether or not each of the following instructional supervisory support services was provided by you this school year and whether or not each is a service which you think you should increase.

IX

67-87

67-108

Did you provide the service when needed?				Would you desire to increase the service?	
Always	Usually	Seldom or Never	NA	Yes	No
	91	9		81	19
	88	12		92	8
	52	48		71	29
	95	5		82	18
	53	47		41	59
	39	61		71	29
	92	8		91	9
	94	6		81	19
	94	6		80	20
	84	16		93	7
	88	12		90	10
	86	14		92	8
	65	35		88	12
	94	6		85	15
	88	12		84	16
	38	62		80	20
	84	16		91	9
	77	23		88	12
	82	18		84	16
	93	7		95	5
	77	23		87	13

Appendix B
REVISED SURVEY FORMS

TEACHER'S INSTRUCTIONAL SUPERVISION OPINIONNAIRE

- A. 1. Check the category which includes the major portion of your teaching day
 ___ elementary ___ junior high ___ middle school ___ high school
2. Check the category which best describes your school system
 ___ county, predominantly rural ___ city, less than 25,000 population
 ___ county, urban - suburban ___ city, 25,000 - 125,000 population
 ___ city, 125,000 + population
3. Prior to this school year, how many years of teaching experience do you have?
 ___ 0 - 6 ___ 7 - 15 ___ 15+
4. Are you department or grade chairperson or team leader? ___ yes ___ no
5. Check your level of educational training
 ___ Bachelors ___ Masters ___ Masters Plus ___ Doctorate ___ Certificate with less than Bachelors
- B. During this school year, which of the following individuals have observed your class or consulted with you relative to your instructional program?

[illegible]

- C. Mark the column at left which best describes your feelings about the practice of observations and conferences relative to instruction which you experienced this school year, and the column at the right which best describes your feelings about the ideal practice:

	Usually	Not Usually	Seldom	Never	Not Applicable
Place and "X" in the appropriate boxes					
1. Were the classroom observations scheduled in advance?					
2. Did you request the observation?					
3. Were the observations preceded by a conference?					
4. Afterwards, did you receive a written report?					
5. Were observations followed by a conference?					
6. Did you find the observations helpful?					
7. Did you feel confident while being observed?					
8. Were observations long enough to include an entire lesson?					
9. Were observations disruptive to the class?					
10. Were the observations for evaluation purposes?					
11. Did you visit other teachers and observe their instructional program?					
12. Did you request the conference?					
13. Were conferences scheduled in advance?					
14. Did the conferences include observation of instruction?					
15. Were you the only teacher present at the conferences?					
16. Were conferences held in presence of students?					
17. Were faculty meetings used for solving instructional problems?					
18. Were you included in system-wide planning for curriculum and instruction?					
19. Did you receive adequate support in solving your instructional problems?					
20. Did you confer with other teachers in your instructional planning?					

- D. Mark the appropriate description (at left) of the following instructional supervisory support services that were provided to you this school year and (at right) what you feel should, ideally, be provided.

Is the service
provided when needed?

Ideally, how should
services be provided?

Usually	Not Usually	Seldom	Never	Not Applicable		Always	Usually	Seldom	Never	Not Applicable
					Place an "X" in appropriate boxes					
					1. Providing instructional materials					
					2. Involving teachers in system-wide instructional programs					
					3. Assisting in developing effective disciplinary techniques					
					4. Planning in-service activities					
					5. Evaluating teachers					
					6. Providing teaching demonstrations					
					7. Consulting with teachers on instructional problems					
					8. Dispensing information					
					9. Serving as two way communications link with the central office					
					10. Helping describe and analyze instructional processes					
					11. Helping define instructional objectives					
					12. Helping select appropriate instructional activities					
					13. Helping choose methods for evaluating student progress					
					14. Informing teachers of professional growth activities					
					15. Aiding in development of curricula					
					16. Conducting or directing research					
					17. Facilitating good human relations within school and community					
					18. Acting as change agent					
					19. Providing psychological support					
					20. Suggesting new ideas and approaches for instruction					
					21. Assisting in classroom organization and arrangement					

- A. 1. Check the category which best describes your school.
 ___ elementary ___ junior high ___ high school
 ___ K-8 ___ middle school ___ K-12
2. Check the category which best describes your school district
 ___ county, predominately rural ___ city, less than 25,000 population
 ___ county, urban - suburban ___ city, 25,000 - 125,000 population
 ___ city, 125,000 + population
3. Prior to this school year, how many years of school administrative experience do you have?
 ___ 0-2 ___ 3-6 ___ 7-10 ___ 11-15 ___ 15+
4. How many years of teaching experience did you have before becoming an administrator?
 ___ 0 ___ 1-2 ___ 3-5 ___ 6-10 ___ 11-15 ___ 15+
5. Do you hold a Tennessee professional certificate for the principalship at the grade level which you are working?
 ___ yes ___ no ___ no, but will by September 1, 1990

- B. During this school year, how many times and for how long did you do each of the following:

Number of times?				Place an "X" in the appropriate boxes	Average length in minutes					
NONE	1-5	6-10	11-15		NONE	1-10	11-20	21-30	31-60	61-120
				1. Have a personal contact with each teacher						
				2. Bring information and/or materials to a teacher						
				3. Confer with a single teacher about instruction without having a classroom observation						
				4. Confer with a small group of teachers about instruction without having a classroom observation						
				5. Conduct a pre-observation conference						
				6. Conduct a post-observation conference						
				7. Use faculty meetings for group planning for instruction						
				8. Conduct classroom observations						
				9. Give a teaching demonstration						
				10. Plan orientation sessions for newly employed teachers						
				11. Spend extra time working with new teachers						
				12. Plan teacher in-service programs						
				13. Encourage teachers to try new teaching techniques						
				14. Confer with system-wide supervisor relative to instruction in your building.						
				15. Meet with parents and community leaders to explain and promote school programs						

- C. Check the column at left which best describes your feelings about the practice of observations and conferences (formal and informal interactions concerned with instructional programs) relative to instruction which you conducted this year; and the column at right that best describes your feelings about the ideal practice.

Usually Not Usually Seldom Never Not Applicable				Place an "X" in the appropriate boxes	IDEALLY Always Usually Seldom Never Not Applicable			
Usually	Not Usually	Seldom	Never		Always	Usually	Seldom	Never
				1. Were the classroom observations scheduled in advance?				
				2. Did the teacher request the observation?				
				3. Were observations preceded by a conference?				
				4. Afterwards, did you submit a written report?				
				5. Were observations followed by a conference?				
				6. Did you think the observations were helpful to the teachers?				
				7. Did the teachers appear confident while being observed?				
				8. Were observations long enough to include an entire lesson?				
				9. Were observations disruptive to classes?				
				10. Were the observations for evaluation purposes?				
				11. Did you feel welcome in the classrooms?				
				12. Did the teacher request the conference?				
				13. Were conferences scheduled in advance?				
				14. Did the conference include observation of instruction?				
				15. Did the conferences involve only one teacher?				
				16. Were conferences held in the presence of students?				
				17. Were faculty meetings used for solving instructional problems?				
				18. Did you feel competent to deal with teachers' instructional problems?				
				19. Did you involve teachers in system-wide planning for curriculum and instruction?				
				20. Were you the only source of instructional supervisory support utilized by the teachers?				

- D. Check (at left) how each of the following instructional supervisory support services was provided by you this school year and (at right) how you feel, ideally, they should be provided.

Did you provide the service when needed?

Ideally, how should services be provided?

Place and "X" in the appropriate boxes									
Usually	Not Usually	Seldom	Never						
Not	Not	Not	Not						
Applicable	Applicable	Applicable	Applicable						
				1. Providing instructional materials	Always	Usually	Seldom	Never	Not Applicable
				2. Involving teachers in system-wide instructional programs					
				3. Assisting in developing effective disciplinary techniques					
				4. Planning in-service activities					
				5. Evaluating teachers					
				6. Providing teaching demonstrations					
				7. Consulting with teachers on instructional problems					
				8. Dispensing information					
				9. Serving as two way communications link with the central office					
				10. Helping describe and analyze instructional processes					
				11. Helping define instructional objectives					
				12. Helping select appropriate instructional activities					
				13. Helping choose methods for evaluating student progress					
				14. Informing teachers of professional growth activities					
				15. Aiding in development of curricula					
				16. Conducting or directing research					
				17. Facilitating good human relations within school and community					
				18. Acting as change agent					
				19. Providing psychological support					
				20. Suggesting new ideas and approaches for instruction					
				21. Assisting in classroom organization and arrangement					

- A. 1. Check the category which includes your instructional supervisory responsibilities
 ___ elementary ___ secondary ___ K-12 ___ middle and/or junior high
 ___ specific subject area(s), please specify _____
2. Check the category which best describes your school district
 ___ county, predominantly rural ___ city, less than 25,000 population
 ___ county, urban-suburban ___ city, 25,000 - 125,000 population
 ___ city, more than 125,000 population
3. Do you hold a Tennessee professional certificate for supervision?
 ___ yes ___ no ___ no, but will by September 1, 1990
4. How many years of teaching experience did you have before becoming a supervisor?
 ___ 0-2 ___ 3-6 ___ 7-10 ___ 11-15 ___ 15+
5. How many years of supervisory experience?
 ___ 0 ___ 1-2 ___ 3-5 ___ 6-10 ___ 11-15 ___ 15+

- B. During this school year, how many times and for how long did you do the following:

Number of times				Place and "X" in the appropriate boxes	Average length in minutes					
None	1-5	6-10	11-15		None	1-10	11-20	21-30	31-60	61-120
				1. Visit each assigned school building						
				2. Have a personal contact with each teacher						
				3. Bring information and/or material to a teacher						
				4. Confer with a single teacher about instruction without having a classroom observation						
				5. Confer with a small group of teachers about instruction without having a classroom observation						
				6. Conduct a pre-observation conference						
				7. Conduct a post-observation conference						
				8. Conduct classroom observations						
				9. Give teaching demonstration						
				10. Have input in the hiring of teachers						
				11. Plan orientation sessions for newly employed teachers						
				12. Spend extra time working with new teachers						
				13. Plan teacher in-service programs						
				14. Have input in teacher evaluation						
				15. Help with selection of instructional material for schools						
				16. Confer with principals about their instructional programs						
				17. Meet with parents and community leaders to explain and promote school programs						

- C. Check the column at left which best describes your feelings about the practice of observations and conferences (formal and informal interactions concerned with instructional programs) relative to instruction which you conducted this year; and the column at right that best describes your feelings about the ideal practice.

				Place and "X" in the appropriate boxes	IDEALLY			
Usually	Not Usually	Seldom	Never		Always	Usually	Seldom	Never
				1. Were the classroom observations scheduled in advance?				
				2. Did the teacher request the observation?				
				3. Were observations preceded by a conference?				
				4. Afterwards, did you submit a written report?				
				5. Were observations followed by a conference?				
				6. Did you think the observations were helpful to the teachers?				
				7. Did the teachers appear confident while being observed?				
				8. Were observations long enough to include an entire lesson?				
				9. Were observations disruptive to classes?				
				10. Were the observations for evaluation purposes?				
				11. Did you feel welcome in the classrooms?				
				12. Did the teacher request the conference?				
				13. Were conferences scheduled in advance?				
				14. Did the conference include observation of instruction?				
				15. Did the conferences involve only one teacher?				
				16. Were conferences held in the presence of students?				
				17. Were faculty meetings used for solving instructional problems?				
				18. Did you feel competent to deal with teachers' instructional problems?				
				19. Did you involve teachers in system-wide planning for curriculum and instruction?				
				20. Were you the only source of instructional supervisory support utilized by the teachers?				

- D. Check (at left) how each of the following instructional supervisory support services was provided by you this school year and (at right) how you feel, ideally, they should be provided.

Did you provide the service when needed?

Ideally, how should services be provided?

Usually	Not Usually	Seldom	Never	Not Applicable		Always	Usually	Seldom	Never	Not Applicable
					Place and "X" in the appropriate boxes					
					1. Providing instructional materials					
					2. Involving teachers in system-wide instructional programs					
					3. Assisting in developing effective disciplinary techniques					
					4. Planning in-service activities					
					5. Evaluating teachers					
					6. Providing teaching demonstrations					
					7. Consulting with teachers on instructional problems					
					8. Dispensing information					
					9. Serving as two way communications link with the central office					
					10. Helping describe and analyze instructional processes					
					11. Helping define instructional objectives					
					12. Helping select appropriate instructional activities					
					13. Helping choose methods for evaluating student progress					
					14. Informing teachers of professional growth activities					
					15. Aiding in development of curricula					
					16. Conducting or directing research					
					17. Facilitating good human relations within school and community					
					18. Acting as change agent					
					19. Providing psychological support					
					20. Suggesting new ideas and approaches for instruction					
					21. Assisting in classroom organization and arrangement					

Appendix C
COVER LETTER

DEPARTMENT OF PUBLIC INSTRUCTION
KNOX COUNTY
EARL F. HOFFMEISTER, SUPERINTENDENT
P.O. Box 2188
KNOXVILLE, TENNESSEE 37901

March 26, 1990

Dear Fellow Educator:

My name is Fred Patterson and I am an instructional supervisor in the Knox County School System. I am also a graduate student in the department of Educational Administration and Supervision at the University of Tennessee (Knoxville).

Under the direction of Dr. Norma T. Mertz, Professor of Educational Administration and Supervision, because of my interest in instructional supervision and as a part of my graduate studies, I am attempting to study the current problems and practices of supervisory personnel in the various school systems across the state.

The accompanying questionnaire is being sent to you as part of a random sampling of approximately one thousand educators in the state who hold positions as teachers, principals and supervisors. The instrument is designed to assess the current and ideal practices of supervision being provided to classroom teachers.

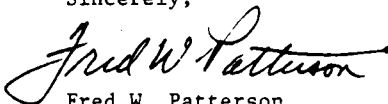
Although I am aware of the frequency with which you are asked for information, your cooperation in completing this questionnaire will be critical in the development of suggested strategies for improved supervisory practices in the public schools of Tennessee.

Please take a few minutes to complete the questionnaire by simply placing "X" marks in the spaces designated for your responses and return it in the enclosed envelope by April 12, 1990.

The return of your completed questionnaire will signify your informed consent to use the information it contains for the purpose of this study. Your responses will remain completely confidential and, upon the completion of the study, all survey forms will be destroyed.

Thank you in advance for your valuable assistance in the success of this study.

Sincerely,



Fred W. Patterson
Graduate Student



Dr. Norma T. Mertz
Professor

FWP/dt

This survey mailed at no cost to Knox County Schools.

Appendix D
FOLLOW-UP POSTCARD

Dear Fellow Educator.

Recently, I sent a survey form to you in an effort to learn your opinions in regard to the present practice and the ideal practice of instructional supervision in our state.

I fully realize how easy it is to put surveys aside, especially when you feel your response will not be missed, but believe me, YOUR response is vitally important to the success of this project.

Please take just a few minutes to complete the form now and mail it in the stamped envelope provided.

Thank You Very Much.
Fred W. Patterson

Appendix E

SECOND FOLLOW-UP LETTER



Knox County
Department of Public Instruction
EARL F. HOFFMEISTER, SUPERINTENDENT

May 10, 1990

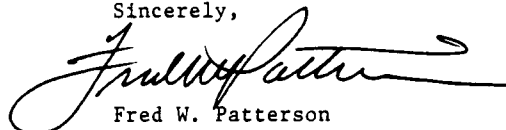
Dear Fellow Educator:

Earlier this year, you were selected as a potential participant in a study designed to determine the perceptions of teachers, principals and supervisors about instructional supervision in our state.

Although I realize how very busy you are at this time in the school year, I would very much appreciate your taking five minutes to complete the enclosed questionnaire. Your participation is vitally important to the success of this project.

Thank you in advance for your cooperation and assistance.

Sincerely,



Fred W. Patterson

VITA

Frederic William Patterson was born in Monroe, Michigan. At an early age, he moved with his family to Middlesboro, Kentucky. There he attended public school until finishing the fifth grade. The family then moved to Corryton, Tennessee where he continued attendance in public school until his graduation from Gibbs High School in 1967.

He then enrolled at the University of Tennessee in Knoxville, Tennessee where he pursued a program in art education. He was graduated in 1970 at which time he began a teaching career in the Knox County Schools System.

After teaching for a number of years, he enrolled in the Educational Administration and Supervision program at the University of Tennessee, and was graduated with a Master of Science degree in Administration and Supervision in 1978.

He then spent one year as an administrative intern at Halls High School in Knox County. Since no administrative positions were immediately available, he continued to teach for the next five years.

In 1984, he was appointed as the supervisor of art for Knox County Schools, and has continued in that capacity until the present.

Frederic was inducted into the Phi Delta Kappa honorary fraternity. He is an active member of the Tennessee

Association for Supervision and Curriculum Development and the Association for Supervision and Curriculum Development (National Organization). He is also very involved in civic organizations and in the choir and other functions of the church.