DOCUMENT RESUME

ED 035 622 TE 001 592

| | |
|---|---|
| AUTHOR | Prigmore, George T. |
| TITLE | Factors Influencing the Role of Supervisors of English. |
| INSTITUTION | New Mexico Univ., Albuquerque. Research and Study Council and Educational Service Center. |
| PUB DATE | Jun 69 |
| NOTE | 64p. |
| AVAILABLE FROM | George T. Prigmore, Dept. of Secondary Education, Univ. of New Mexico, Albuquerque, N.M. 87106; New Mexico Research and Study Council, College of Education, Univ. of New Mexico, Albuquerque, N.M. 87106 (limited supply, free) |
| EDRS PRICE | EDRS Price MF-$0.50 HC-$3.30 |
| DESCRIPTORS | *Administrative Organization, Elementary School Supervisors, English Departments, *English Instruction, High School Supervisors, School Organization, Supervisor Qualifications, *Supervisory Activities, Supervisory Methods, Supervisory Training, Teacher Administrator Relationship, *Teacher Background, Teacher Characteristics, Teacher Experience, *Teacher Supervision |

ABSTRACT

To determine the duties of English supervisors and the effect of certain organizational factors upon them, a questionnaire was sent to 702 English language arts supervisors in 50 states. Replies were received from 354. An interpretation of the data provided a profile of the average English supervisor, a description of his position and its requirements, and an analysis of his duties and the time allotted to each. Organizational factors were found to have a definite influence upon the role behavior of incumbent supervisors. It was indicated that the educational organization expects supervisors to focus on change and evaluation of the curriculum and classroom instruction rather than on such activities as demonstration teaching and lobbying. (Tables and charts detailing questionnaire results are provided.) (LH)

# *Factors Influencing the Role Of Supervisors of English*

*By*
GEORGE T. PRIGMORE
Department of Secondary Education
College of Education
The University of New Mexico

*Foreword*
TOM WILEY
Superintendent
Albuquerque Public Schools

New Mexico Research and Study Council
College of Education
The University of New Mexico
June, 1969

# NEW MEXICO RESEARCH AND STUDY COUNCIL AND EDUCATIONAL SERVICE CENTER

## Board of Directors

# FOREWORD

This is an enlighting study. It gives a clear-cut picture of supervision as it relates to public school English programs. Two major problems were studied: first, the duties of supervisors, and, second, supervisory role behavior of English supervisors as a result of organizational factors. While the study is limited to the supervision of English, doubtless the findings would be pertinent to supervision in other subject areas of the schools.

Dr. Prigmore has wide experience in the field of English language arts instruction and supervision and the recommendations growing out of the study are worthy of serious consideration. Findings from this report provide districts with tools by which to examine the roles of their own English supervisors in terms of national practices and, hopefully, to improve the quality of supervision.

Tom Wiley

# INTRODUCTION

Supervision is one of the oldest forms of educational leadership, one of the most controversial, and one of the most difficult to generalize about. In his recent article on supervision and supervisory functions, William H. Lucio notes that the

> . . . supervisory function has been employed in various forms since man's first attempts to combine individual efforts toward achieving some common end. Actions such as planning, directing, and evaluating the efforts of men or their production (in both informal and formal organizations) in the light of purposes have traditionally constituted supervision. The character of supervision has been influenced in large part by overall organizational strategies, schemes, or doctrines.[1]

These observations on supervision and organizations in general are particularly applicable to the educational organization and educational supervision. Supervision in education is complex because of its breadth in scope, inherent flexibility, fluctuating demands and constantly changing nature. These descriptors apply not only to the supervisor's role, but also to the concept itself. Additionally, certain human factors seem to elude assessment, even identification.

Originally, supervision was conceived as an arm of school administration, which meant the word was synonymous with inspection. Historically, this position was held until just after World War I, when the precepts of supervision began to shift away from the inspectorial. At this time two directions assumed focus:

> The first of these was scientific supervision; the second was that of democratic educational leadership in a cooperative enterprise. A compromise between these two conflicting approaches gave rise to a third concept, creative supervision. In addition, the theory of creative supervision drew heavily upon three other allied interpretations: supervision as guidance, supervision as curriculum development, and supervision as group processes. Thus, out of the interrelations of these six concepts, three stages of growth can

now be identified: (1) the rise of scientific supervision, (2) the development of supervision as democratic educational leadership, and (3) the emergence of creative supervision with its allied emphases.[2]

The European cathedral school of the Middle Ages produced the secondary school, which proliferated a similar institute called the grammar school. Religious and moral development occupied the principal attention of these schools, requiring close and rigid supervision. The authority figure was almost absolute and his duties enveloped selection of teachers, admission of students, course development and conduct of examinations. The authority figure of the elementary or grammar school had more restricted duties and focused his attention on the single objective of the school: to teach children to read and to write.

Supervision, as a generic function, developed slowly along with the emerging public school system in the colonies, then during the development of the nation. What we know as a *school district* developed under the control of a school committee or school board, certain members of which were determined to constitute a *visiting committee*. The principal function of this body was to supervise the instruction in the schools, which meant to insure that the schools were doing what the community desired them to do and in the ways deemed proper by popular consensus.

This system seemed to work well until the schools themselves matured to such size and complexity that volunteer, part-time committee supervision was inadequate to the task. During the second quarter of the nineteenth century a full-time person was employed by the district to carry on the intentions of the visiting committee. Usually, this was a superintendent and his duties were essentially two: (1) to "administer" the school district, and (2) to "inspect" the schools. The process was disarmingly simple by today's comparison.

The emergence of the free public schools during the remainder of the century and into the twentieth century saw the district superintendent come to be defined as the ultimate authority in the district charged with supervisory responsibility. Continued expansion of the schools in terms of programs, functions and services caused the effectiveness of the supervisor to be progres-

sively diluted and he found it necessary to add other administrative officers who assumed some of his previous duties but not ultimate responsibilities. Building principals became standard equipment and by the turn of the century were commonly accepted instructional supervisors on the educational scene. At the outset the principal also functioned in the classroom along with providing certain administrative direction and supervison.

Other new administrative positions were being developed. Some of these were: (1) non-teaching principals, (2) the "general" supervisor for elementary or secondary schools, (3) the "special" supervisor for certain grade levels or for certain subject areas such as music, drawing, and penmanship, and (4) assistant superintendents in charge of curriculum development or instruction, whose prime responsibilities were instructional and supervisory.

Not to be overlooked in the factors affecting the development of supervision are the state departments of education, particularly their role in influencing the direction of supervision in more recent years. The state departments of education developed originally as policing agencies of the government, whose purpose was to make certain the schools adhered to pre-defined minimums. Following the First World War the state departments of education began to add subject matter supervisors to their staffs, whose services were required to ensure compliance with provisions of federal grants for vocational education. This led to establishment of similar positions in other subject areas by the state departments. By extension of this concept we find the local schools gradually following suit and setting up subject and grade supervisors.

The development of the supervisory position in American schools has not progressed as smoothly as might be inferred from the foregoing summary. The heritage of supervision to approximately 1920 is rather more complex, resulting in considerable confusion and misunderstanding, particularly misunderstanding surrounding the determination of what actually constitutes supervision. As we survey in retrospect the growth of supervision, certain facts stand out:

1. Supervision originated as inspection of schools and continued with that as its major emphasis to about 1920.

2. Much overlapping of the responsibilities and duties of the administrator and the general supervisor communicated itself later to the office of the assistant superintendent or the special supervisor. Among educational writers and school administrators, there was still no clear-cut distinction between the administrative and supervisory responsibilities of the supervisor.

3. Because of the confusion among administrative and supervisory officers as to their authority, teachers on both elementary and high school levels did not know whose instructions to follow. For example, should teachers follow the suggestions of the principal? Or of the supervisor?

4. Both educational theorists and practicing school men were at variance as to the functions of supervision. Such disagreement was forcing educators to define and delimit supervision.

5. Both teachers and administrators agreed in two respects—that supervision should be more than inspection and that the improvement of instruction was one of its major tasks.[3]

Approaching the development of supervision in the past fifty years, it is necessary to understand a definition of supervision and what it meant to the educator at the close of World War I, because it is upon that definition that later concepts were built. One of the most significant aspects of that definition was the recognition that improvement of instruction was a major function of supervision. Conversely, it is equally significant that the administrative responsibility of rating teachers was accepted as a major concept of supervision. A third major precept of supervision was the concern with course of study construction and organization. It becomes readily apparent, then, that with such diverse elements involved a synthesis produced a series of different functions and philosophies in supervision, depending on the individual proponent's weighting of the three major elements.

Giving rise to several concepts of value to supervision are the following factors: (1) changes in ideas of how children learn, (2) major advances in methods and techniques of teaching, and (3) tremendous growth in the amount and variety of textbooks and teaching materials. These are closely tied to the concerted effort made to discover and identify the purposes and functions of su-

pervision and are important influences in the surveys, experimentation and research that have resulted in the shift from inspectional operations to positions of instructional leadership demanding creative qualifications and functions.

Obviously, labelling the supervisory process as "scientific" or "creative" is an arbitrary decision, whose main purpose is to identify the focus of influence operating for change. Paralleling development of scientific methods of research in most fields of human knowledge is what has become known as scientific supervision. At the outset scientific supervision was concerned with such activities as: rating teachers, use of standardized normative tests and objective measurements in teaching, scientific methods of teaching, examination and rating of courses of study, professional tests for teachers and attempts to measure teacher aptitude, scientific organization and administration of supervision, the grouping and grading of pupils, the rating of textbooks, and curriculum experimentation and research.

In recent years the emphasis has changed. Rather than regarding supervision as "scientific," educators rely now on research and the scientific method as tools for improving the learning and teaching situations, accepting supervision as a practical art, not as a science. This art employs and adapts the findings of science to its own uses, considering the science aspects as fact-finding processes, using specific instruments to obtain pertinent data, e.g., information, opinions, or measures of skills; these data then are used to improve teaching and learning.

The recent trend identifying school administration as educational leadership has had its impact on supervision, since supervision is identified as one type of educational leadership. The successful supervisor—and we now find it necessary to qualify the supervisor under consideration—is defined as one who uses cooperative techniques in a democratic manner while working for improvement of the total educative process and for the improvement of teachers. Coupled with this has been an underlying assumption that democratic supervision also purposes the assurance of teaching for the aims of a democracy. Perhaps the basic assumption in this concept of supervision is evident in the statement of a teacher to her principal: "You can talk all you want

about supervision, but without the cooperation of all of us, it's a dead duck!"[4]

Shucking past practices of authoritarian or inspectional supervision, educators turned to research and scientific method as means of improving teaching. Almost immediately these became doomed by the emergence of two mitigating factors: (1) realization that certain human qualities important in the teaching process cannot be measured scientifically, and (2) observation that most educators were not trained in the best use of these methods. While the latter can be taken care of in time in the training of new teachers and retraining of those presently in service, the former objection loomed with some permanency. The end effect was the search for another concept on which to predicate supervisory practice: giving rise to democratic supervision under cooperative educational leadership. This plan attracted a following immediately and with the same immediacy drew battle lines between the new converts and the holdover research-oriented and dedicated proponents of scientific supervision. Essentially, the arguing ground surrounded the fear of the latter group that such volatile practices as those inherent in the terms "cooperative" and "democratic" would seriously jeopardize what they considered to be "sound" administrative practices.

Out of this embroilment—and largely as a compromise—grew what we know as creative supervision, based on the disarmingly simple and educationally sound assumption with which none could find fault: "that teachers need to improve their teaching while in service and that every facility and device that can make each individual into a master teacher must be available to them."[5]

The evolution of creative supervision was not without its problems, however; as might be anticipated from such a philosophically broad and methodologically non-directive a credo as stated above, there is wide latitude allowing interest shift and emphasis. Several such changes in direction did occur in time: (1) the teacher came to be considered as the creative individual instead of the supervisor, (2) learning emerged as "discovering" rather than as "creativity," (3) the realization that different individuals use different methods effectively—departing from the belief that a given teaching method must be employed by all

teachers. Other important accompanying shifts in emphasis involved the development of teacher purposes, improving ways of doing and thinking, experimentation with new methods, development of new materials, discovery of new planning concepts, and reassessment of the pupil role in the teaching-learning process.

Particularly during the past two decades creative supervision has been shaped in large part by four more general concepts: (1) the phenomena of how personalities interact democratically within an environment or situation, which is called group processes or group dynamics, (2) supervision as guidance: guidance of the teacher in improving and supplementing his previous training, (3) supervision as curriculum improvement and reorganization, brought about largely by the knowledge explosion following World War II, and (4) developing the potentialities of the concept of "instructional teams" in the schools.

Against this historical perspective it becomes possible to view the rise not only of supervision in general, but also of the subject matter or special supervisor in particular. For purposes of this study the subject matter supervisor under consideration will be the one assigned the responsibility of working directly with those classroom teachers who are teaching English language arts and literature. Certainly some of the observations made about English supervision will be generalizable to other subject disciplines.

The English supervisor is not of recent invention. This position was established in a few schools shortly after the turn of this century. It was only the very large school systems and state departments of education—with complex organizational schemas—which identified a supervisor of English at that time. Only very recently, chiefly in the past decade, have we seen much proliferation of the position in school districts of smaller size and complexity. It appears the increase in size of school systems is the single most important consideration in the shift from the concept of the general supervisor to the parceling of the various subject concerns to individual people. While the enrollment of a system has no maximum limit, the human capacity of one person to supervise does and the subject category boundaries offered obvious —if not logical—division lines.

Other factors added credence to this decision. Employing the concept of "educational teams," it was thought to expedite and improve instruction if there were continuity of aims and objectives in the team. Such continuity would be relatively insured if the supervisor and teachers, the major components of the "instructional team" were trained and working in the same subject area. This was more clear-cut at the secondary level than at the elementary level. Particularly significant to teachers of English language and literature are the very recent developments made in teaching methods and materials. Viewing supervision in terms of curriculum reorganization and improvement, the supervisor must possess certain expertise in those new developments in order to serve effectively and efficiently in the "team." English is not the only discipline experiencing a "knowledge explosion." To expect the general supervisor to maintain an acceptable level of expertise in all subject areas undergoing change is to expect superhuman capabilities. Dynamic education becomes more manageable if fragmented and delimited for purposes of supervision.

## *The Problem*

Duties and functions of English supervisors seem to have evolved through accretion of responsibilities delegated to them as needs arise, rather than by design. Often these responsibilities appear to have little relevancy to tasks which might be deemed implicit in the title of the position, while others are omitted. It is evident that certain factors operating in the school system determine such things as English supervisor responsibilities, methods for discharge of these responsibilities, etc.

This study focused on two problem areas. The first problem area has to do with determination of an unknown: the collective functions of English supervisors. This first step was accomplished by use of a questionnaire. Secondly, once those functions are known, the English supervisor's behavior will be studied in terms of the effect of organizational factors, it being hypothesized that variations in organization factors have no direct influence in English supervisory role behavior.

## *Delimitation*

In order to limit the focus of the study and to insure more validity in generalization of conclusions, this study was restricted in scope to include English supervisors at the local school system or district level only. Excluded were supervisors at the state department of education level(s) and at the local building level (department chairmen). At the local administrative unit level all supervisors of the English language arts are considered, regardless of grade level assignment. Similarly, there is no exclusion of part-time English supervisors. If the position carries with it responsibility for the English instructional program, that person is taken to be an English supervisor. Deviations in nomenclature and titles are not considered reasons for exclusion from consideration.

## *Importance of Study*

Largely because the English supervisor has appeared only recently, there has been miniscule attention devoted to the position and to its functions as an entity. The literature abounds with acknowledgment of these positions; however, there appears to be no study of supervision in English from its own standpoint. Studies in general supervision are prevalent, most of which contain paragraphs, even perhaps a small chapter, on the branching of subject supervisors from general supervision; yet, none have determined through research studies the status of English supervision in terms of functions and the variation of those functions according to organizational change. It is anticipated this report will contribute to filling in that void.

[1] William H. Lucio, "The Supervisory Function: Overview, Analysis, Propositions," *Supervision: Perspectives and Propositions,* Association for Supervision and Curriculum Development (Washington, 1967), p. 1.
[2] J. Minor Gwynn, *Theory and Practice of Supervision* (New York: Dodd, Mead & Company, 1961), p. 12.
[3] *Ibid.*, p. 8.
[4] *Ibid.*, p. 13.
[5] *Ibid.*, p. 14.

# PROCEDURES

Investigation draws its major relevance from concept and practice. In this case the functions of English supervisors were

studied in terms of the larger organizational structure of which the supervisors are a component. That larger organization is the local school administrative unit with its various subsystems. The model by which investigation was conducted is that devised by Daniel Katz and Robert L. Kahn at the University of Michigan and described in *The Social Psychology of Organizations*.[1]

The model, graphically simplified in Figure 1, was employed

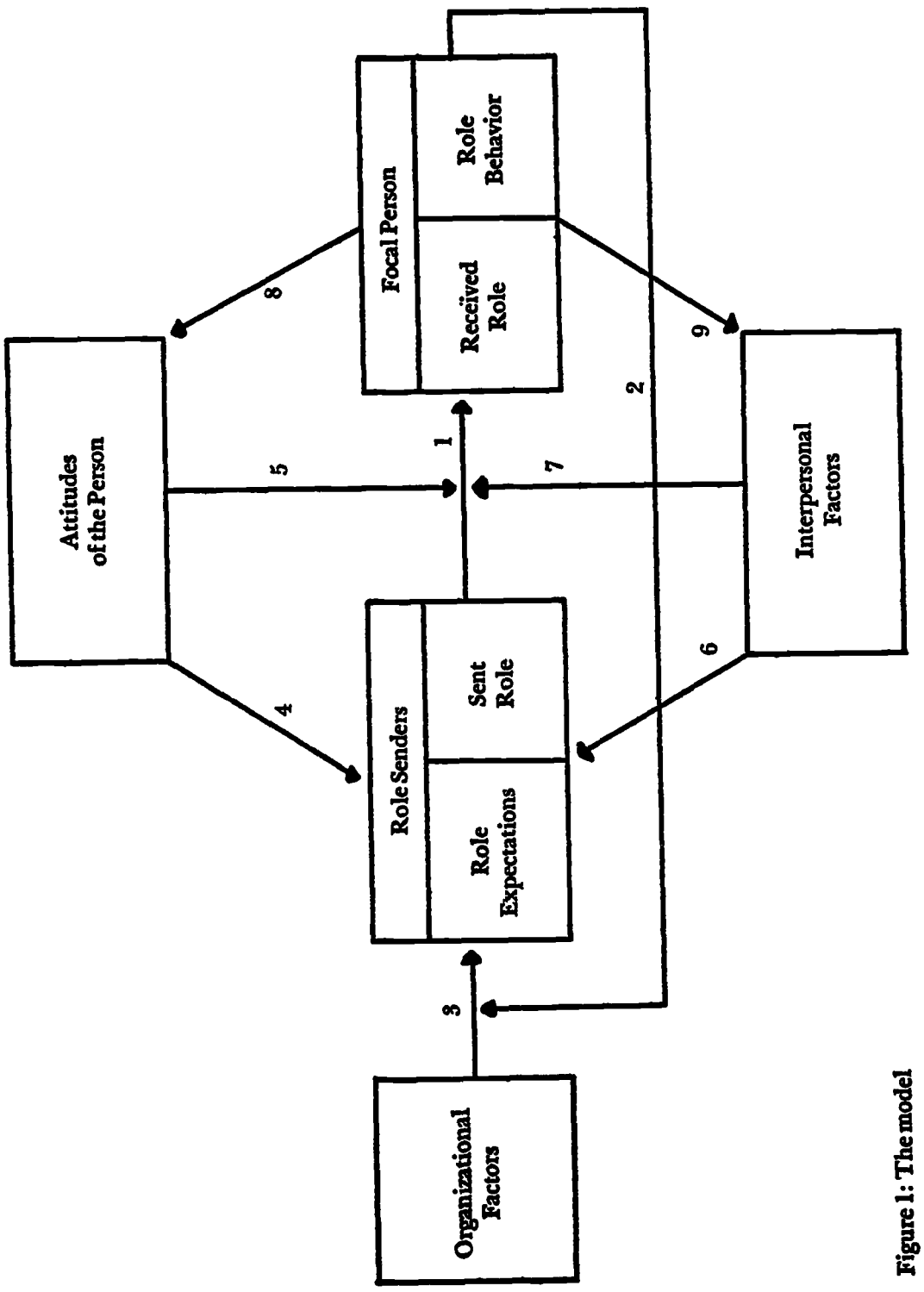



Figure 1: The model

as designed by its authors and this study made no attempt to contribute to the model or to role theory in general. Emphasis was focused on English supervisors and their functions, the organization model becoming only the tool by which to inspect the target group and their duties. The following explanation of the model is based on material presented by Katz and Kahn.

## *Explanation of Model*

The organization is conceived as being a system of roles, many and varied roles, which are linked together psychologically and socially, not physically. Such an organization endures so long as the patterned and motivated acts of the component human beings produce the desired behaviors; thus, each behavior in the organizational pattern is simultaneously caused by, and secured by, the others.

> Formal organizations, however, involved no symbiosis in the strict sense of that term; it is not instinct and immediate biological gratification which motivates role behavior in organizations. Rather, it is a process of learning the expectations of others, accepting them, and fulfilling them—primarily for the extrinsic rewards of membership, although many other motives enter into the taking of organizational roles.[2]

In any organizational structure it is rather easy to isolate and define each individual and each behavior in the pattern of ongoing relationships. "The key concept for doing this is *office*, by which is meant a particular point in organizational space";[3] *space* being defined in terms of structure of interrelated offices and their associated patterned activities. Office is a relational concept with each one being defined through its relativity to others and to the entire system. Pertinent to each office is a set of *activities* or anticipated and expected behaviors. These behaviors constitute the role performed by the specific person who is the office incumbent.

> Each office in an organization is directly related to certain others, less directly to still others, and only remotely related to some offices in the organization. The closeness of such relationships is defined by the work flow and technology of the organization, and by the lines of authority.[4]

When the behaviors determining the role are executed in repetition, these recurring actions are called the *role behavior,* the outcome of which is predictable when interrelated with the repetitive activities of others in the system. The basic consideration for studying role behavior is the identification of the pertinent subsystem and the recurring activities which mesh to convert some input into some output. "This can be done by ascertaining the role expectations of a given set of related offices, since such expectations are one of the main elements in maintaining the role system and inducing the required role behavior."[5] Closely tied to the subject's role behavior, and often predicating it, is the *role set,* those offices which are attached directly and which are mutually dependent for the carrying out of some activity. As Katz and Kahn explain:

> All members of a person's role set depend upon his performance in some fashion; they are rewarded by it, judged in terms of it, or require it in order to perform their own tasks. Because they have a stake in his performance they develop beliefs and attitudes about what he should or should not do as part of his role. The prescriptions and proscriptions held by members of a role set are designated *role expectations;* in the aggregate they help to define his role, the behaviors which are expected of him. The role expectations held for a certain person by a member of his role set will reflect that member's conception of the person's office and of his abilities. The content of these expectations may include preferences with respect to specific acts and personal characteristics or styles; they may deal with what the person should do, what kind of person he should be, what he should think or believe, and how he should relate to others. Role expectations are by no means restricted to the job description as it might be given by the head of the organization or prepared by some specialist in personnel, although these individuals are likely to be influential members of the role sets of many persons in the organization.[6]

Role expectation must have an inception and reception point. These are called *sent role* and *received role*. The authors of the model continue:

> To understand the response of any member of an organiza-

> tion to the complex pattern of role-sending addressed specifically to him, we must regard the organization from the vantage point of his office. When we do so, we see that the members of his role set and the influential pressures which they direct to him are part of his objective environment. To consider his compliance with or deviation from his *sent role,* however, takes us immediately beyond the objective organization and environment. Each individual responds to the organization in terms of his perceptions of it, which may differ in various ways from the actual organization. In the immediate sense, the individual responds not to the objective organization in his objective social environment but to that representation of it which is in his psychological environment. . . . for each person in an organization there is not only a sent role, consisting of the influential and communicative acts of the members of his role set, but there is also a *received role,* consisting of his perceptions and cognitions of what was sent. How closely the received role corresponds to the sent role is an empirical question for each focal person and set of role senders, and will depend upon properties of the senders, the focal person, the substantive content of the sent expectations, the clarity of the communication, and the like.
>
> It is the sent role by means of which the organization communicates to each of its members the do's and don't's associated with his office. It is the received role, however, which is the immediate influence on his behavior and the immediate source of his motivation for role performance. Each sent expectation can be regarded as arousing in the focal person a motivational force of some magnitude and direction.[7]

Referring to Figure 1 the drawing represents four major areas or considerations: (1) Personal Attitudes, (2) Interpersonal Factors, (3) The Causal Sequence, further subdivided into Organizational Factors, Role Senders, and Focal Person, and (4) The Cycle Factor, indicated by Arrow 2.

## *Personal Attitudes*

*Personal Attitudes* refer to those variables which describe the propensity of an individual to behave in certain ways: his motives, values, defenses, preferences, sensitivities and fears.

*Arrow 4* represents the evocation or facilitation of certain evaluations and behaviors from the role sender as responses of the focal person's traits.

*Arrow 5* represents the mediation of personality factors between sent role expectations and received role and behavior.

*Arrow 8* represents the impact on personality as affected by role behavior.

## *Interpersonal Factors*

*Interpersonal Factors* fulfill functions parallel to the person's attributes.

*Arrow 6* represents the quality of interpersonal relations between the focal person and the members of his role set, which to a degree determine the expectations held for and sent to the focal person.

*Arrow 7* represents the interpretation of role-sendings he receives, depending on his interpersonal relations with the senders.

*Arrow 9* denotes the feed-back to and the effects on his interpersonal relations with members of his role set as the result of the focal person's behavior.

## *The Causal Sequence*

*Organizational Factors* represent a set of variables, some of which characterize the organization as a whole while others describe some part of it.

*Arrow 3* asserts a causal relationship between certain organizational variables and the role expectations held about and sent to a particular position.

*Role Expectations* are evaluative standards applied to the behavior of any person who occupies a given organizational office or position.

*Sent Role* consists of communications stemming from role expectations and sent by members of the role set as attempts to influence the focal person.

*Arrow 1* asserts a causal relationship between certain role expectations as sent to and received by the focal person.

*Received Role* is the focal person's perception of the role-sendings addressed to him, including those he sends himself.

*Role Behavior* is the response of the focal person to the complex of information and influence he has received.

## *The Cycle Factor*

*Arrow 2* represents the degree to which a person's behavior conforms to the expectations held for him at one point in time will affect the state of those expectations at the next moment.

For this study emphasis was placed on the Causal Sequence as effecting role behavior (functions). While certain Personal Attributes and Interpersonal Factor relationships will be noted as having an impact on role expectation and role behavior, no attempt will be made to identify all such characteristics or their individual effects on the focal person's activities. Representative factors and attributes will serve as generalizing agents.

## *Sample*

For purposes of the investigation it was determined to apply the model to the field of supervision in the English language arts. Thus, a list of identified "English" supervisors was obtained from the National Council of Teachers of English. This list contained the names of 930 office holders, representing public, private and parochial schools, state departments of education, consortiums of school districts, college and university "supervisors," and the various federal agencies. As noted earlier, the project was directed to English supervisors at the local public school administrative-unit level. This necessitated the "purification" of the list secured from the National Council of Teachers of English, resulting in a final sample of 702 names. Supervisors represented all fifty states.

## *Data Collection*

To secure determination of organizational factors and supervisor functions a questionnaire was developed and mailed to all 702 identified supervisors in the English language arts. Returns were received from 354 individuals (50.4% of the sample). There was no follow-up to the original mailing request for participa-

tion in the survey. Data were transferred to punch cards for processing and tabulating.

[1] Daniel Katz and Robert L. Kahn, *The Social Psychology of Organizations* (New York: John Wiley & Sons, Inc., 1966), pp. 171-198.
[2] *Ibid.*, p. 173.
[3] *Ibid.*, p. 174.
[4] *Ibid.*
[5] *Ibid.*, p. 175.
[6] *Ibid.*, p. 176.
[7] *Ibid.*, p. 177.

# ANALYSIS AND INTERPRETATION OF DATA

Data described and interpreted in this chapter resulted from responses to the questionnaire. Part of the analysis is based on response frequencies, which will be recorded in the appropriate subdivisions, and the remainder of the observations are based on cross-tabulations.

## *Organizational Influences*

As an organization develops, certain characteristics emerge to define and describe the entire unit and its various components. These characteristics may remain constant during the life of the organization, or they may change from time to time depending on varying demands within the organization for its own perpetuation and the discharge of its obligations. The local administrative unit of the public schools may change its direction because of newer ways of doing things, new materials, or increased complexities, all creating a need to subdivide roles and offices. Once an organization position is defined it may remain essentially unchanged for a long period of time, even though individual persons in decision-making roles are replaced by a series of successors, each in turn creating his own climate. Thus, for example, description for a specific job may remain unchanged through a succession of members of the Board of Education or superintendents, each of whom may accept the organizational position of his predecessor as satisfactory to the current operation.

In the questionnaire there are a number of items dealing with organizational factors. These responses deal with the length of

time the English supervisory position has existed in the district, the percentage of time allotted for English supervision, the length of the work year, the funding arrangement, the degree and teaching experience minimums set by the district for incumbents, credential requirements imposed by the district and the state as well as other stipulations for consideration of employment, job description, authority concept, grade range assignment and jurisdictional boundaries within which the supervisor will work. Frequencies of responses to these items are contained in the following tables.

TABLE I
LENGTH OF POSITION IN DISTRICT

| 15. The position I now hold has existed in my school district for: | Total | Percentage |
|---|---|---|
| 1. Less than one year | 17 | 5 |
| 2. One to three years | 48 | 14 |
| 3. Four to 6 years | 62 | 18 |
| 4. Seven to 10 years | 50 | 14 |
| 5. Eleven to 15 years | 43 | 12 |
| 6. Sixteen to 20 years | 22 | 6 |
| 7. Twenty-one to 25 years | 10 | 3 |
| 8. Over 25 years | 46 | 13 |
| No response | 56 | 15 |
| Totals | 354 | 100 |

## TABLE II
## TIME ASSIGNED TO ENGLISH LANGUAGE ARTS

| 16. My assignment calls for me to spend: | Total | Percentage |
|---|---|---|
| 1. Approximately full time in English language arts | 132 | 37 |
| 2. Approximately 75% of my time in English language arts | 17 | 5 |
| 3. Approximately 50% of my time in English language arts | 42 | 12 |
| 4. Approximately 25% of my time in English language arts | 102 | 28 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

## TABLE III
## LENGTH OF WORK YEAR

| 17. In my present assignment, I work approximately: | Total | Percentage |
|---|---|---|
| 1. Nine months a year | 27 | 8 |
| 2. Ten months a year | 95 | 27 |
| 3. Eleven months a year | 101 | 28 |
| 4. Twelve months a year | 71 | 20 |
| 5. Other | 5 | 1 |
| No response | 55 | 16 |
| Totals | 354 | 100 |

TABLE IV
SOURCE OF FUNDS TO SUPPORT POSITION

| 18. My position is funded by: | Total | Percentage |
|---|---|---|
| 1. Operating budget | 266 | 74 |
| 2. ESEA funds | 11 | 3 |
| 3. NDEA funds | 0 | 0 |
| 4. Combined funds | 11 | 4 |
| 5. Other | 8 | 3 |
| No response | 58 | 16 |
| Totals | 354 | 100 |

TABLE V
MINIMUM DEGREE REQUIREMENT OF DISTRICT

| 22. What minimum degree requirement does your district maintain for your position? | Total | Percentage |
|---|---|---|
| 1. Baccalaureate | 51 | 15 |
| 2. Masters | 185 | 53 |
| 3. Degree requirement is unstated | 56 | 16 |
| 4. No degree required | 1 | 0 |
| 5. Doctorate | 4 | 1 |
| No response | 57 | 16 |
| Totals | 354 | 100 |

## TABLE VI
## TEACHING EXPERIENCE REQUIREMENT

| 23. What teaching experience requirement is maintained for your position? | Total | Percentage |
|---|---|---|
| 1. Two years or less | 14 | 4 |
| 2. Three years | 40 | 12 |
| 3. Four years | 8 | 3 |
| 4. Five years | 55 | 16 |
| 5. Six to 10 years | 16 | 5 |
| 6. Eleven to 15 years | 3 | 1 |
| 7. Sixteen to 20 years | 0 | 0 |
| 8. Over 20 years | 0 | 0 |
| 9. No requirement is stated | 150 | 39 |
| 10. No teaching required | 6 | 2 |
| No response | 62 | 18 |
| Totals | 354 | 100 |

## TABLE VII
## DISTRICT CREDENTIAL REQUIREMENT

| 24. According to your district policy, what credential is required for your position? | Total | Percentage |
|---|---|---|
| 1. Regular teaching certificate | 88 | 25 |
| 2. General supervisory certificate | 80 | 23 |
| 3. Special supervisory certificate | 23 | 7 |
| 4. Administrative certificate | 68 | 18 |
| 5. Requires no credential | 21 | 6 |
| 6. Other | 13 | 4 |
| No response | 61 | 19 |
| Totals | 354 | 100 |

## TABLE VIII
## STATE CREDENTIAL REQUIREMENT

| 25. According to your state standards, what credential is required for your position? | Total | Percentage |
|---|---|---|
| 1. Regular teaching certificate | 77 | 22 |
| 2. General supervisory certificate | 91 | 26 |
| 3. Special supervisory certificate | 25 | 8 |
| 4. Administrative certificate | 57 | 16 |
| 5. Requires no credential | 24 | 6 |
| 6. Other | 15 | 4 |
| No response | 65 | 18 |
| Totals | 354 | 100 |

## TABLE IX
## OTHER MINIMUM REQUIREMENTS

| 26. Are there other minimum requirements for your position besides degree, certification and teaching service? | Total | Percentage |
|---|---|---|
| 1. No | 242 | 68 |
| 2. Yes | 40 | 12 |
| No response | 72 | 20 |
| Totals | 354 | 100 |

## TABLE X
## JOB DESCRIPTION

| 27. Does your district have a written job description for your position? | Total | Percentage |
|---|---|---|
| 1. Yes, and it is a valuable guide | 89 | 25 |
| 2. Yes, but it leaves something to be desired | 103 | 28 |
| 3. No, and I would like to have one | 76 | 22 |
| 4. No, and I do not want one | 25 | 7 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

## TABLE XI
## AUTHORITY RELATIONSHIP

| 39. As your position is defined by the school system, how would you describe your authority relationship to teachers with whom you work? | Total | Percentage |
|---|---|---|
| 1. Line authority | 89 | 25 |
| 2. Advisory | 205 | 57 |
| No response | 60 | 18 |
| Totals | 354 | 100 |

## TABLE XII
## GRADE RANGE ASSIGNMENT

| 43. Which of the following grade ranges best describes your work assignment | Total | Percentage |
|---|---|---|
| 1. Grades K-12 | 93 | 25 |
| 2. Grades K-6 | 62 | 18 |
| 3. Grades 7-12 | 67 | 19 |
| 4. Grades 9-12 | 43 | 12 |
| 5. Other | 28 | 8 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

## TABLE XIII
## JURISDICTIONAL BOUNDARIES

| 44. Which better describes your jurisdictional boundaries? | Total | Percentage |
|---|---|---|
| 1. City system | 85 | 25 |
| 2. County system | 50 | 14 |
| 3. District | 144 | 39 |
| 4. Multi-district | 8 | 2 |
| 5. Other | 2 | 2 |
| No response | 60 | 18 |
| Totals | 354 | 100 |

More than half of the respondents indicated their positions were created less than fifteen years ago, which means there has been a significant move in establishing English supervisors in the public schools during very recent years. Because of this recency in development it might be suspected that organizational factors found to influence English supervisory positions have had their origins elsewhere and been superimposed on the new officeholder. Furthermore, the recency of development could explain why there is little in the way of specific requirements for being given these jobs and no clear pattern of direction to the incumbents.

The majority of supervisors either spend full time in English or less than one-quarter time in this field. Their work year closely parallels that of administrators in the schools, particularly principals, with the overwhelming majority working ten, eleven or twelve months a year, minus vacation and/or leave time.

While the positions, for the most part, draw upon the regular operating budget for support, many respondents noted on the questionnaire that an impetus to setting up the position was the impact on the public schools of various federal educational programs and projects. This was particularly so since the inception of the National Defense Education Act and the Elementary and Secondary Education Act.

Most districts require a masters degree as a minimum for consideration as an English supervisor. Years of teaching experience seem rather spread, with less than 50% of the districts making any requirement whatsoever. Certification minimums are another matter, however, with district standards closely correlating with state requirements. Most units demand supervisory or administrative certificates for English supervisory personnel and few are the districts that require no credential. Obviously, requirements and nomenclature of credentials vary from state to state. For example, some respondents pointed out that in their states an "administrative certificate" and a "supervisory certificate" were considered one and the same. Others made no distinction in their states between "general" and "special" supervision credentials.

Few schools exercise job specifications other than those dealing with degrees, certificates and length of teaching. In cases

where there were other factors, these usually have to do with length of tenure in the employing district or with demonstrated success in the field. While most districts do provide the new supervisor with a description of his job, most of these job descriptions are considered by the supervisors to be somewhat unsatisfactory. Of those supervisors without such guidelines, three-fourths of them indicated it would be desirable to have a good job description.

Analysis of the responses to the questionnaire provide certain vague indications that the supervisory role bears resemblance to administrative roles in concept and functions. Insufficient attention was given this area in the study to draw conclusions. It is quite possible that job descriptions from specific school districts would make this point clear. Whatever the indications, a significant majority of the incumbent supervisors view their work as advisory in nature and in approach to working with others. Only approximately one-fourth of the supervisory personnel indicated a line authority concept. There is the suggestion of a possible dichotomy between the role concept (or statement thereof) of the organization and the perception of that expectation by the role holder. Further study is needed to prove or disprove this.

Work assignments follow varied jurisdictional boundaries and grade level patterns. More attention is focused on the secondary grades, even though the patterns do not follow consistently. There is a direct varying between the percentage of time allotted to supervision of English and the length of the work year: the greater the time spent on English supervision the longer the work year. However, the more time committed to English the less likely the possibility the district has furnished a job description. There appears little relationship between the time allotment and the duration of the position in the organization, degree requirements, credential standards, direction from the superior, authority relationship, or grade level responsibility. There do seem to be varying relationships between the English supervisor's time allotment and that of the other people in the organization with whom he works. As the time available decreases, the supervisor tends to work more with principals and other central office personnel and less with teachers; how-

ever, the most frequent response for all categories indicates the teacher as the prime target of the supervisors. The more time the supervisor spends in the English area, the more likely is he to have certain classroom teaching duties in conjunction with his work and the more likely are these classes to be at the secondary level. Grade level jurisdiction seems relatively unaffected by time allotment.

As reflected in other items of the questionnaire, the length of time the English supervisor's job has existed in the district is of little consequence in terms of influencing job requirements and supervisory functions. Perhaps this factor is of more significance in terms of what is omitted rather than on what is observed.

The districts having job descriptions tend to require supervisors to work more months of the year. It is noteworthy that of the supervisors who only work nine months a year, 56% of them indicated a desire for a job description and none of them said they did not want one. The work year appears unrelated to the kind and style of direction received from superiors. Supervisors who are employed on 11-months contracts show more marked tendency toward authoritarianism than those of other work-year durations. As the work year increases, the more the supervisor is likely to shift his attention from classroom teachers to principals and other central office personnel. Conversely, the supervisors on shorter contracts are more apt to teach classes as part of their regular routine and those on longer contract years are less likely to do so. Coupled with this is a related opinion about the advisability of mixing teaching and supervisory duties. As the contract year lengthens, the combining of supervision and teaching is looked on with less favor, to the point that 42% of 12-month supervisors do not teach and feel they should not.

The funding source for support of the supervisory positions does not seem to affect other categories. A direct correlation exists between level of education required as a minium for the job and the existence or absence of a job description. Those districts without job descriptions tend to have lower education standards for employing supervisors; 75% of the units setting the doctorate as a minimum provide the incumbent with a description of his role and functions. While there is generally no correlation evident between minimum degree requirement

and the kind of direction received from superiors, there is one exception. There is unanimous agreement from all respondents for whom the doctorate is mandatory that their direction is best described as "carte blanche." This might indicate the degree is the license.

In the initiation of contacts with others by the supervisors, the degree standard has no bearing when that contact is directed toward principals and personnel of the state department of education or toward the general public. Toward other central office personnel the "bachelors" holders tend to initiate contact less often than those with higher degrees, perhaps indicative of insecurity and/or respect for higher position. When the contact is initiated by supervisors toward teachers, those supervisors for whom the baccalaureate is a minimum requirement more often reported "always"; those with masters degree minimums more frequently described the contact initiated with the teachers as "often." When contacts with supervisors are initiated by others, the degree standard appears to have no effect, except in a slight degree where it was noted that the other central office personnel are prone to approach the "bachelor" minimum English supervisor more often than those supervisors with higher degree requirements. This might indicate an intention on the part of his peers to be more helpful toward the less prepared person. While the minimum degree maintained by the districts for English supervisors does not differentiate authority relationships nor categories of persons in the organization with whom the supervisor works, there does appear a correlation with teaching duties. Fifty-nine percent of supervisors for whom a bachelors is minimum also teach in the classroom as part of their regular assignments, as compared with only 27% of "masters" supervisors. The degree does not indicate the grade level that might be taught, nor is it indicative of the grade range under the supervisor's jurisdiction.

The minimum teaching experience expected of English supervisors is reflected in whether or not the district has a formal job description. The fewer years of teaching required, the less the district would be expected to provide the supervisor with a job description. It might be expected that these two items would also correlate closely with the type of direction the supervisor

receives from his superior; but the latter seems unaffected by the minimum teaching standard. Likewise, the minimum teaching requirement does not pattern when cross tabulated with the supervisor's initiative in his contacts with others in the central office, the state department of education, principals, teachers, and the general public. It might have been speculated that supervisors with less experience in the classroom would be less aggressive, but this was not indicated to be the case. The same is true when the positions are reversed and the supervisor is the one contacted by a member of the same five groups. No pattern of behavior emerges when the contact is varied with length of teaching experience required by the districts. Supervisors of whom less teaching experience is required more often perceive their authority relationship as one of line authority, whereas those of more experience more often view their role as advisory. Speculation as to why this is so would point to such reasons as age difference, the younger supervisor being more forceful and enthusiastic, more recently graduated from the university and still under the influence of the professorial challenge to conquer and remake the English world, or less sullied by the classroom. No patterned correlation was noted between length of teaching experience requirement and category with whom the supervisor works, regular classroom teaching duties as part of routine, and grade range assignment.

A very close correlation was found to exist between district and state requirements affecting credentials, as might have been anticipated. The influence of the district credential requirement on perception of authority points out that those supervisors for whom a regular teaching certificate or a general supervisory certificate is required see themselves more in an advisory capacity. Those with special supervisory and administrative certificates are more likely to view their positions as ones of authority. A higher percentage of supervisors with regular teaching certificates as minimum requirements spend more of their time with teachers than with principals, central office personnel, and with general public; however, supervisors in the other credentials categories show a more consistent and parallel pattern of relationships between teachers and principals. Where the supervisor is required to possess an administrative certificate, chances are

greater he will not regularly teach any classes; however, the chances are equally as good that he will teach class if he is required to have only a teaching certificate as a prerequisite to holding his position.

## *Role Senders*

Role expectations are those characteristics of a role as seen by members of the role set, the other members of the organization with whom the supervisor comes in contact. The composite role expectation may include behaviors expected of the incumbent by people he works with, ways of achieving objectives, and the feedback network. These are reflections of the way some member of the role set conceives the focal role and the abilities of the focal person to perform, taking into consideration personalities and styles of behavior. Two points are significant here. One has to do with the member of the role set who operationalizes the organizational definition of the focal role in terms of the specific individual in that role. The other point has to do with his translation of organizational factors into role expectancies and communicating those expectations to the focal person. The latter is called *sent role*. This section of the chapter will deal with role sending as (a) role expectations and (b) sent role.

## *Role Expectations*

Items in the questionnaire directed at role expectation are numbers 27, 28, 39, 41 and 43. It should be pointed out here that several items were conceived as serving multiple functions. As an example, Item 27 dealing with written job description would reflect the concepts of the supervisory position from the organizational point of view as well as the interpretation of that description by the supervisor's superior who develops certain role expectations toward the supervisory role and communicates them toward the focal person (sent role).

In addition to job description, other items under this heading deal with perception by the supervisors of the quality and manner of direction they receive from their superiors, the orientation of the authority relationship between the supervisor and those with whom he works, teaching duties and jurisdic-

tional boundaries. Item response tabulations are found in the following tables.

TABLE XIV
JOB DESCRIPTION

| 27. Does your district have a written job description for your position? | Total | Percentage |
|---|---|---|
| 1. Yes, and it is a valuable guide | 89 | 25 |
| 2. Yes, but it leaves something to be desired | 103 | 28 |
| 3. No, and I would like to have one | 76 | 22 |
| 4. No, and I do not want one | 25 | 7 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

TABLE XV
DIRECTION FROM SUPERIOR

| 28. How would you describe the direction you receive from your superior? | Total | Percentage |
|---|---|---|
| 1. Carte blanche | 62 | 18 |
| 2. Sporadic and unpredictable | 55 | 16 |
| 3. Loose, but sure | 80 | 23 |
| 4. Firm and confident | 52 | 15 |
| 5. Creative | 41 | 9 |
| 6. Dictatorial | 3 | 1 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

## TABLE XVI
## AUTHORITY RELATIONSHIP TO TEACHERS

| 39. As your position is defined by the school system, how would you describe your authority relationship to teachers with whom you work? | Total | Percentage |
|---|---|---|
| 1. Line Authority | 89 | 25 |
| 2. Advisory | 205 | 57 |
| No response | 60 | 18 |
| Totals | 354 | 100 |

## TABLE XVII
## TEACHING DUTIES

| 41. As a part of your normal routine, do you teach any classes? | Total | Percentage |
|---|---|---|
| 1. No, and I believe I should not do so | 83 | 23 |
| 2. No, and I think it would be beneficial if I did occasionally | 99 | 27 |
| 3. Yes, and I think it is helpful to me | 100 | 27 |
| 4. Yes, and I wish I did not do so | 10 | 5 |
| No response | 62 | 18 |
| Totals | 354 | 100 |

TABLE XVIII
GRADE RANGE ASSIGNMENT

| 43. Which of the following grade ranges best describes your work assignment? | Total | Percentage |
|---|---|---|
| 1. Grades K-12 | 93 | 25 |
| 2. Grades K-6 | 62 | 18 |
| 3. Grades 7-12 | 67 | 19 |
| 4. Grades 9-12 | 43 | 12 |
| 5. Other | 28 | 8 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

The effects of having a written job description for the English supervisor have been noted in the foregoing section. In summary, the presence of a job description is seen to affect length of work year, minimum level of formal education, and minimum number of years of teaching experience. The response tabulation indicates that a sizeable majority of supervisors have some kind of job description or would like to have one. Where these descriptions are in existence, most of them are considered deficient.

Response categories to the question dealing with the kind and style of direction the supervisor receives ranged from totally unstructured and non-directive (carte blanche) to the opposite end of the scale (dictatorial). The most frequent response (22.6% of total) indicated "loose, but sure" direction, followed by "carte blanche" (18% of total). These were followed in order by "sporadic and unpredictable" (approximately 16% of total) and "firm and confident" (approximately 15% of total). Such a wide spread of responses indicates that no particular pattern of direction is practiced. Quite possibly this inconsistency of direction contributes greatly to the diversity of functions of supervisors. The general lack of direction of any kind would also indicate rather meager expectations from the English supervisors and little in the way of sent role.

The supervisor's direction from his superiors has an effect on

the categories of others with whom the supervisor initiates work contacts. "Carte blanche" supervisors would be expected to initiate contacts more frequently with (a) principals, (b) other central office personnel, and (c) classroom teachers, in that order. This same group would be expected to initiate contacts with (a) the general public and (b) personnel of the state department of education, in that order, less often. Where the direction is "sporadic and unpredictable," the supervisor might be expected to initiate contact most often with (a) principals, (b) teachers, and (c) other central office personnel, and less frequently with (a) the general public, and (b) the state department of education (in descending order). As direction becomes more evident there is a change in the pattern of contact initiation on the part of English supervisors. "Loose, but sure" supervisors tend to initiate contact most frequently with (a) teachers, followed by (b) principals and (c) central office employes. Least frequent contact is initiated with (a) the general public and (b) state department of education personnel. In the event of "firm and confident" direction from superiors, the supervisors more frequently contact (a) teachers, (b) central office personnel, and (c) principals; receiving less frequent contact are (a) state department of education personnel and (b) the general public. "Creative" direction from superiors tends to produce supervisors whose frequencies of initiated contact assume the following descending order: (a) teachers, (b) other central office employes, and (c) principals. Least contact is initiated with (a) the general public and (b) state department of education personnel. Where direction from the superior is described as being "dictatorial," there is little distinction separating the three most frequent responses (central office personnel, principals, teachers). Similarly, there is little differentiation between the two least frequent responses (state department of education personnel and the general public).

Using the same categories of persons but reversing the relative positions, the supervisor becomes the one who is contacted and the other categories of people initiate the contact with him. Except in three areas there is direct one-to-one correlation with patterns reported in the preceding paragraph. In the case of "loose, but sure" direction to the supervisor the most frequent contacts with that supervisor are initiated by (a) principals, (b)

teachers, and (c) other central office personnel, and least initiated contact comes from (a) state department of education personnel and (b) the general public. Where the superior direction is "firm and confident" the order of most frequent initiators is (a) principals, (b) teachers, and (c) central office personnel. The other categories of initiators remain in the same order.

There is a noticeable tendency for the quality and quantity of guidance from the supervisor's superior to alter his perception of his relative authority. As the supervisor's own supervision becomes more pronounced and demanding, there is a shifting of most frequent responses from "line authority" to "advisory." The converse might have been anticipated, indicating that rigid authority exercised toward the supervisor would be carried over into the latter's relationships with his subordinates. Responses to the questionnaire did not confirm such speculation.

## *Sent Role*

Questionnaire items covering sent role are identical with those of role expectation. This assumption removes from consideration the possibility of there being other agents involved in the communication of organizational factors directly to the focal supervisor. One possible interference at this point would be a misinterpretation of organizational factors by member(s) of the role set who then communicates misinformation to the focal person. An objective of this study was to trace organizational factors as influencing function. This becomes simpler by assuming correct communication of those factors. It is recognized that the influence of the role set member in sending role expectations to the focal supervisor is likely to cause variation between the organizational role concept and the received role and it is further recognized that in practice this is a consequence to be dealt with on a practical basis.

## *Personal Attributes*

Whatever the variable characteristics influencing supervision, certain factors cannot be changed. These are qualities of the in-

dividual which he brings to the position and which he cannot alter. Some of these items are sex, marital status, age, length of service in supervisory position, classroom teaching experience and educational preparation.

TABLE XIX
SEX AND MARITAL STATUS

| 11. I am: | Total | Percentage |
|---|---|---|
| 1. A married male | 134 | 36 |
| 2. An unmarried male | 12 | 4 |
| 3. A married female | 79 | 23 |
| 4. An unmarried female | 76 | 22 |
| No response | 53 | 15 |
| Totals | 354 | 100 |

TABLE XX
AGE RANGE

| 12. I am in the age bracket of: | Total | Percentage |
|---|---|---|
| 1. 21-30 | 11 | 4 |
| 2. 31-40 | 82 | 23 |
| 3. 41-50 | 97 | 27 |
| 4. 51-60 | 88 | 24 |
| 5. Over 60 | 17 | 6 |
| No response | 59 | 16 |
| Totals | 354 | 100 |

## TABLE XXI
## LENGTH OF PRESENT POSITION

| 13. I have held my present supervisory position for: | Total | Percentage |
|---|---|---|
| 1. Less than one year | 30 | 8 |
| 2. One to 3 years | 83 | 23 |
| 3. Four to 6 years | 91 | 25 |
| 4. Seven to 10 years | 47 | 14 |
| 5. Eleven to 15 years | 26 | 7 |
| 6. Sixteen to 25 years | 17 | 6 |
| 7. Over 25 years | 4 | 1 |
| No response | 56 | 16 |
| Totals | 354 | 100 |

## TABLE XXII
## TEACHING EXPERIENCE

| 14. As a classroom teacher, I taught for: | Total | Percentage |
|---|---|---|
| 1. One to 5 years | 51 | 15 |
| 2. Six to 10 years | 85 | 23 |
| 3. Eleven to 15 years | 62 | 18 |
| 4. Sixteen to 20 years | 48 | 14 |
| 5. Twenty-one to 25 years | 26 | 7 |
| 6. Over 25 years | 26 | 7 |
| 7. No teaching experience | 0 | 0 |
| No response | 56 | 16 |
| Totals | 354 | 100 |

## TABLE XXIII
## BACCALAUREATE PREPARATION

| 19. My baccalaureate degree is: | Total | Percentage |
|---|---|---|
| 1. BA with a major in English | 121 | 33 |
| 2. BA with a minor in English | 41 | 12 |
| 3. BS in Ed. (equivalent) with a major in English | 31 | 9 |
| 4. BS in Ed. (equivalent) with a minor in English | 35 | 10 |
| 5. Other | 71 | 20 |
| No response | 55 | 16 |
| Totals | 354 | 100 |

## TABLE XXIV
## MASTERS DEGREE

| 20. My masters degree is: | Total | Percentage |
|---|---|---|
| 1. MA with a major in English | 58 | 17 |
| 2. MA with a minor in English | 19 | 8 |
| 3. M. Educ. (equivalent) with a major in English | 24 | 6 |
| 4. M. Educ. (equivalent) with a minor in English | 28 | 7 |
| 5. Other | 138 | 37 |
| 6. I do not have a masters degree | 31 | 9 |
| No response | 56 | 16 |
| Totals | 354 | 100 |

TABLE XXV
DOCTORATE

| 21. My doctorate is: | Total | Percentage |
|---|---|---|
| 1. Ph.D. with a major in English | 0 | 0 |
| 2. Ph.D. with a minor in English | 0 | 0 |
| 3. Ed.D. with a major in English | 3 | 1 |
| 4. Ed.D. with a minor in English | 1 | 0 |
| 5. Other | 18 | 7 |
| 6. I do not have a doctorate | 273 | 76 |
| No response | 58 | 16 |
| Totals | 354 | 100 |

Of the respondents 49% were males and 51% were females. Almost all of the males were married—the frequency was 134-12 —and only about half of the women were married. The age range encompassing 77% of the men was 31-50 years and there was an equal spread of frequencies within that range. On the other hand the women showed generally older ages with 68% in the 41-60 age group. More were in their 50's than 40's. Sixty-nine percent of all respondents have held their jobs less than six years and 85% have been incumbents less than ten years. Men tend to have slightly less longevity in their supervisory positions than the women. Two-thirds of all respondents have less than 15 years of teaching experience. Men supervisors could be expected to have fewer years' teaching service than women, since 87% of the men fall in the 1-15 years limits. Sixty percent of the women indicated 6-20 years of teaching experience. This would correlate with the generally higher age registered by the female supervisors.

The recency of development of the position in the public schools of the country is underscored by the fact that approximately three-fourths (74%) of the offices have been established within the past 15 years. An inverse relationship is noted between the sex of the supervisor and the amount of time spent in supervising the English language arts. The more time spent in the English field, the greater the chances the job will be held by a female and the less time alloted to English supervision, the higher the tendency of the incumbent to be male. Ninety per-

cent of all supervisors work ten months a year or more. At the masters degree level of training the kind of graduate major selected reflects a significant pattern of differences between men and women. More of the women elected to continue with either a major or minor concentration in English, whereas 50% of the men supervisors had chosen graduate work in educational administration and/or guidance. This contrasts with 39% of women supervisors in the same category.

The type of direction exerted by their superiors, as perceived by the supervisors, was found by the women to be "carte blanche" and "firm and confident." The men reported more frequency of "sporadic and unpredictable" or "creative" direction. The implications here are that the sex of the incumbent—perhaps coupled with other factors brought to the job—somewhat dictates the amount and quality of guidance given by others of the role set.

In initiating contacts with others the men supervisors are generally more outgoing and aggressive, particularly when dealing with other employes of the central office, teachers, and the general public. There is little distinction between the sexes when the contact is with principals and the state department of education personnel. One of the more clear-cut correlations has to do with the sex of the supervisor and the way his position's authority relationship to teachers is defined. Two-thirds of the supervisors who saw their roles as authoritarian were men. There is a tendency for the men supervisors, particularly the unmarried ones, to perform more of their functions with teachers than with other groups and for the women supervisors to spend slightly more time working with principals.

As might have been anticipated, the older the incumbent supervisor the more likely is he to have held his present position longer. Also, the older he is the more time he spends with other personnel in the central office and the less time he spends with teachers and principals. It might have been expected that as the age of the supervisor increases there would be a tendency to increase authoritarian relationships with teachers. The results of this study do not support such a conclusion. The younger supervisors perceive themselves the most authoritarian, and as the age range increases so do the percentages of supervisors who describe their relationships with teachers as advisory. Paralleling this, the

younger supervisors are more prone to perform most of their functions with teachers and less with principals and other central office workers, and least of all with the general public. There is evidence that as age increases the functions shift away from teachers and toward personnel in the central office and toward principals.

## *Interpersonal Factors*

It was not the intent of this investigation to determine those interpersonal characteristics which influence a person's behavior in carrying out his functions. However, they are too important and too influential to be entirely overlooked. In order to simplify the task yet indicate the impact of interpersonal behavior on supervisory functioning, one category of relationship has been chosen to serve as an indicator for all. This is the extent to which the target supervisor initiates contact in his work relations with five groups of workers: other central office personnel, members of the state department of education, principals and/or assistant principals, classroom teachers, and the general public. It is assumed that the initiating of work contacts with these groups reflects the individual supervisor's general pattern of interpersonal behavior. Each of the five target groups is considered in terms of initiatory contact with the focal supervisor.

TABLE XXVI
CONTACT INITIATED BY SUPERVISOR WITH OTHER CENTRAL OFFICE PERSONNEL

| 29. How often do you initiate contact with the other personnel in the central office? | Total | Percentage |
|---|---|---|
| 1. Always | 51 | 14 |
| 2. Usually | 72 | 20 |
| 3. Often | 143 | 41 |
| 4. Seldom | 22 | 6 |
| 5. Never | 2 | 1 |
| No response | 64 | 18 |
| Totals | 354 | 100 |

## TABLE XXVII
## CONTACT INITIATED BY SUPERVISOR WITH STATE DEPARTMENT OF EDUCATION

| 30. How often do you initiate contact with personnel of the state department of education? | Total | Percentage |
|---|---|---|
| 1. Always | 6 | 2 |
| 2. Usually | 32 | 8 |
| 3. Often | 80 | 21 |
| 4. Seldom | 142 | 41 |
| 5. Never | 30 | 9 |
| No response | 64 | 19 |
| Totals | 354 | 100 |

## TABLE XXVIII
## CONTACT INITIATED BY SUPERVISOR WITH PRINCIPALS AND/OR ASSISTANTS

| 31. How often do you initiate contact with principals and/or assistants? | Total | Percentage |
|---|---|---|
| 1. Always | 65 | 19 |
| 2. Usually | 94 | 26 |
| 3. Often | 126 | 35 |
| 4. Seldom | 7 | 2 |
| 5. Never | 1 | 0 |
| No response | 61 | 18 |
| Totals | 354 | 100 |

## TABLE XXIX
## CONTACT INITIATED BY SUPERVISOR WITH CLASSROOM TEACHERS

| 32. How often do you initiate contact with classroom teachers? | Total | Percentage |
|---|---|---|
| 1. Always | 77 | 22 |
| 2. Usually | 98 | 27 |
| 3. Often | 106 | 29 |
| 4. Seldom | 13 | 4 |
| 5. Never | 0 | 0 |
| No response | 60 | 18 |
| Totals | 354 | 100 |

## TABLE XXX
## CONTACT INITIATED BY SUPERVISOR WITH GENERAL PUBLIC

| 33. How often do you initiate contact with the general public? | Total | Percentage |
|---|---|---|
| 1. Always | 12 | 3 |
| 2. Usually | 42 | 11 |
| 3. Often | 100 | 29 |
| 4. Seldom | 115 | 33 |
| 5. Never | 18 | 6 |
| No response | 67 | 18 |
| Totals | 354 | 100 |

## TABLE XXXI
## CONTACT INITIATED WITH SUPERVISOR BY OTHER CENTRAL OFFICE PERSONNEL

| 34. How often do other central office personnel initiate contact with you? | Total | Percentage |
|---|---|---|
| 1. Always | 42 | 11 |
| 2. Usually | 58 | 16 |
| 3. Often | 149 | 43 |
| 4. Seldom | 41 | 11 |
| 5. Never | 2 | 1 |
| No response | 62 | 18 |
| Totals | 354 | 100 |

## TABLE XXXII
## CONTACT INITIATED WITH SUPERVISOR BY STATE DEPARTMENT OF EDUCATION

| 35. How often do personnel of the state department of education initiate contact with you? | Total | Percentage |
|---|---|---|
| 1. Always | 7 | 2 |
| 2. Usually | 20 | 7 |
| 3. Often | 86 | 22 |
| 4. Seldom | 136 | 39 |
| 5. Never | 40 | 11 |
| No response | 65 | 19 |
| Totals | 354 | 100 |

TABLE XXXIII
CONTACT INITIATED WITH SUPERVISOR BY PRINCIPALS AND/OR ASSISTANTS

| 36. How often do principals and/or assistant principals initiate contact with you? | Total | Percentage |
|---|---|---|
| 1. Always | 40 | 11 |
| 2. Usually | 61 | 18 |
| 3. Often | 162 | 46 |
| 4. Seldom | 27 | 7 |
| 5. Never | 1 | 0 |
| No response | 63 | 18 |
| Totals | 354 | 100 |

TABLE XXXIV
CONTACT INITIATED WITH SUPERVISOR BY CLASSROOM TEACHERS

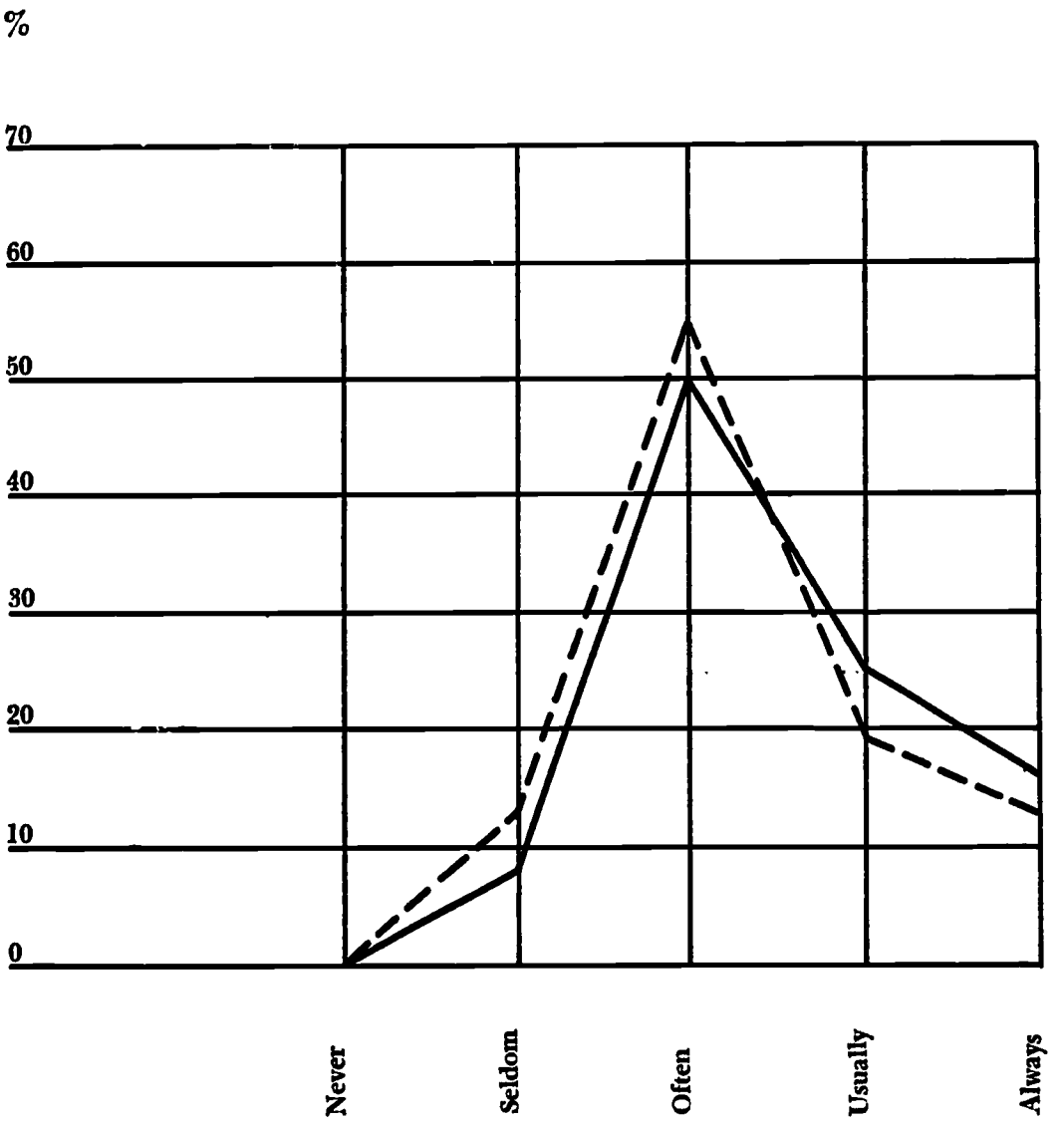
| 37. How often do classroom teachers initiate contact with you? | Total | Percentage |
|---|---|---|
| 1. Always | 52 | 14 |
| 2. Usually | 61 | 18 |
| 3. Often | 151 | 41 |
| 4. Seldom | 30 | 9 |
| 5. Never | 0 | 0 |
| No response | 60 | 18 |
| Totals | 354 | 100 |

TABLE XXXV
CONTACT INITIATED WITH SUPERVISOR BY GENERAL PUBLIC

| 38. How often does the general public initiate contact with you? | Total | Percentage |
|---|---|---|
| 1. Always | 7 | 2 |
| 2. Usually | 19 | 6 |
| 3. Often | 97 | 27 |
| 4. Seldom | 144 | 40 |
| 5. Never | 18 | 6 |
| No response | 69 | 19 |
| Totals | 354 | 100 |

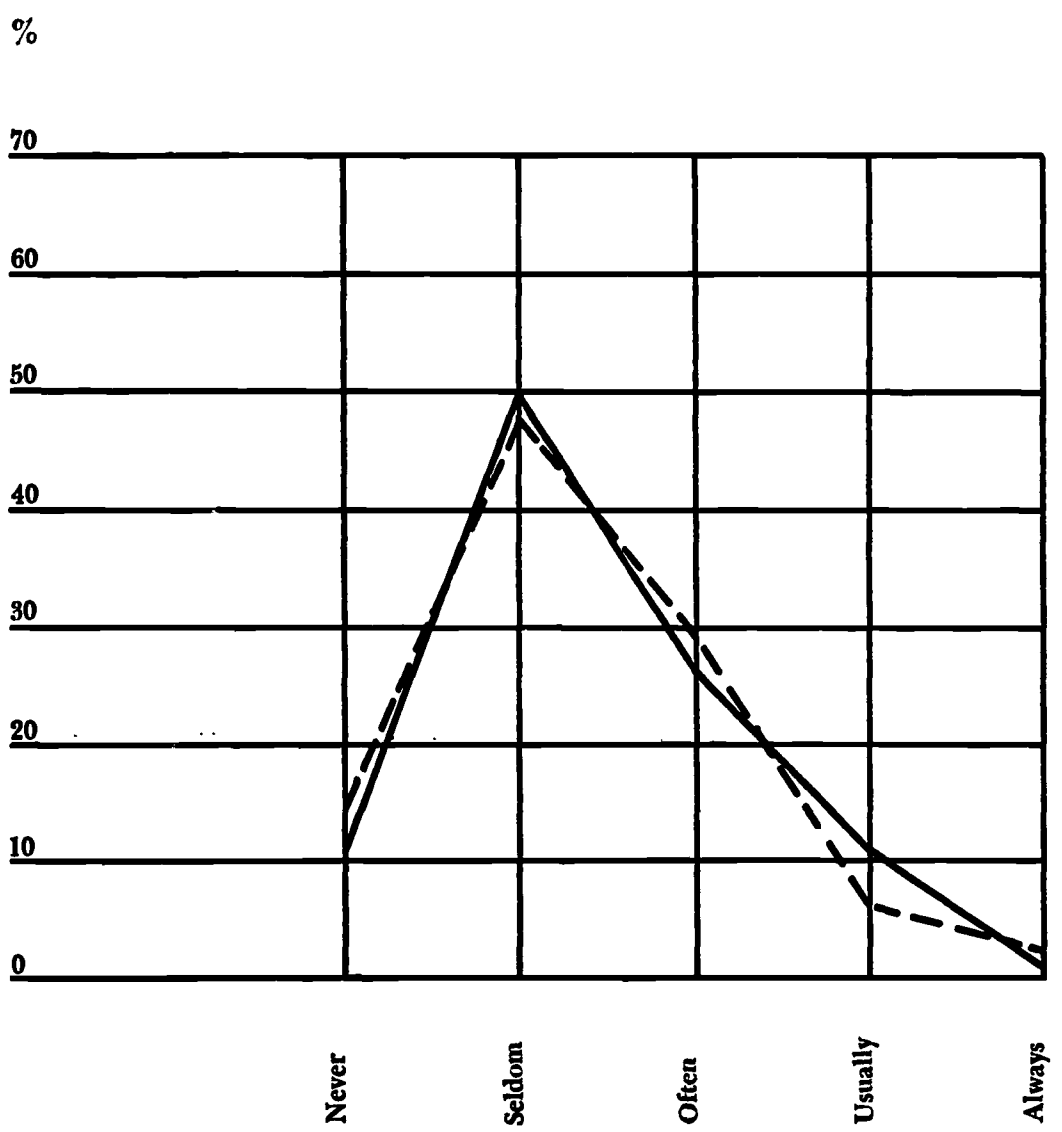
With frequencies converted to percentages and displayed in Charts I, II, III, IV and V, it seems apparent that the interpersonal behavior of supervisors patterns with that of principals, teachers, other central office personnel, and the general public, deviating only where the personnel of the state department of education is concerned. In the case of the state department of education the percentages are almost identical whether the initiation of contact is generated by the supervisors or by the target group. In the other four cases, the supervisor could be expected to generate the "always" and "often" contact, with the target group showing marked expectancy in "usually" initiating contact with the supervisor of English.

## CHART I
## INITIATION OF CONTACT BETWEEN SUPERVISORS AND OTHER CENTRAL OFFICE PERSONNEL




Supervisor initiated contact shown in solid line; central office initiated contact shown in broken line.

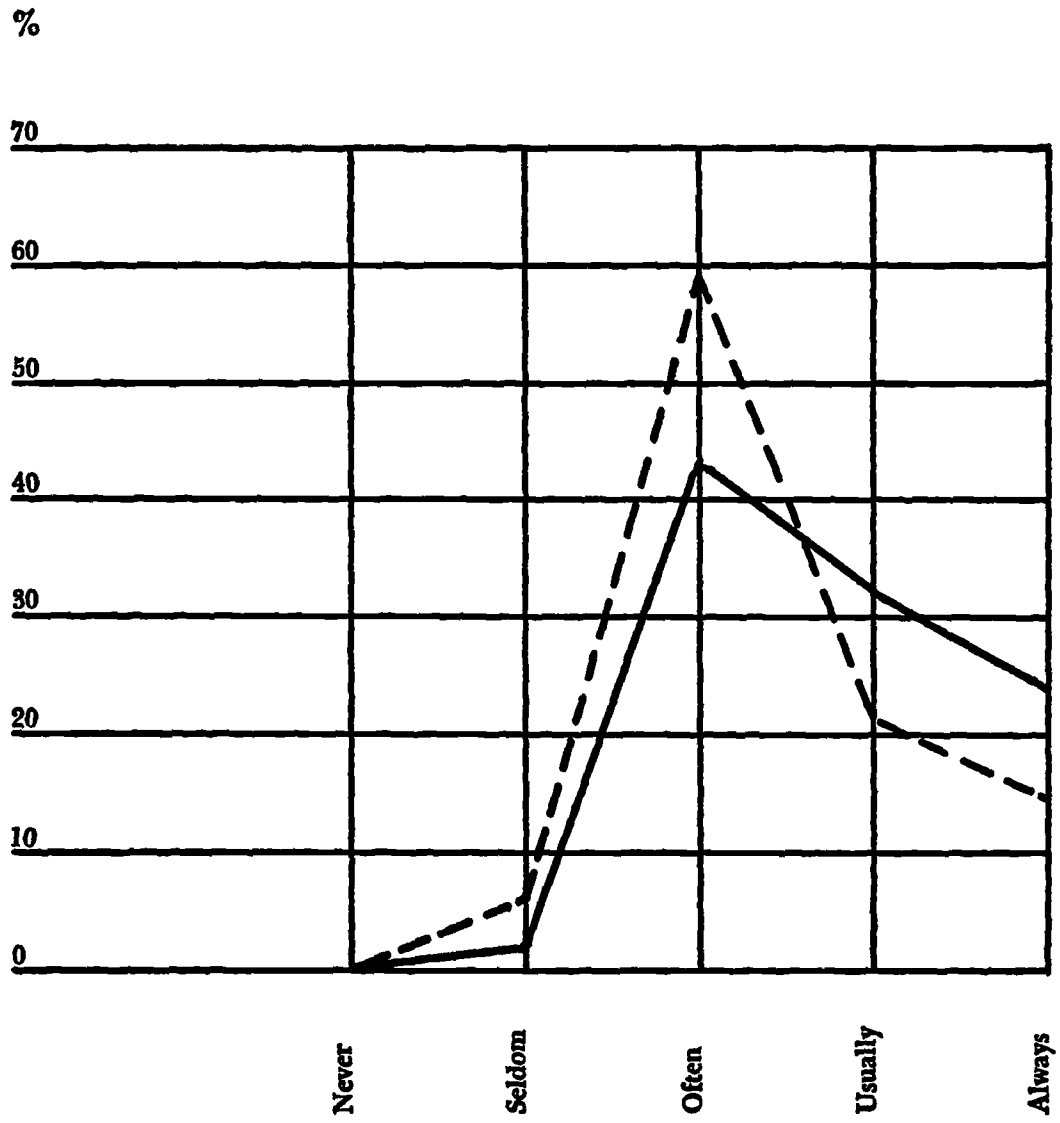
## CHART II
## INITIATION OF CONTACT BETWEEN SUPERVISORS AND STATE DEPARTMENT OF EDUCATION




Supervisor initiated contact shown in solid line; state department of education initiated contact shown in broken line.

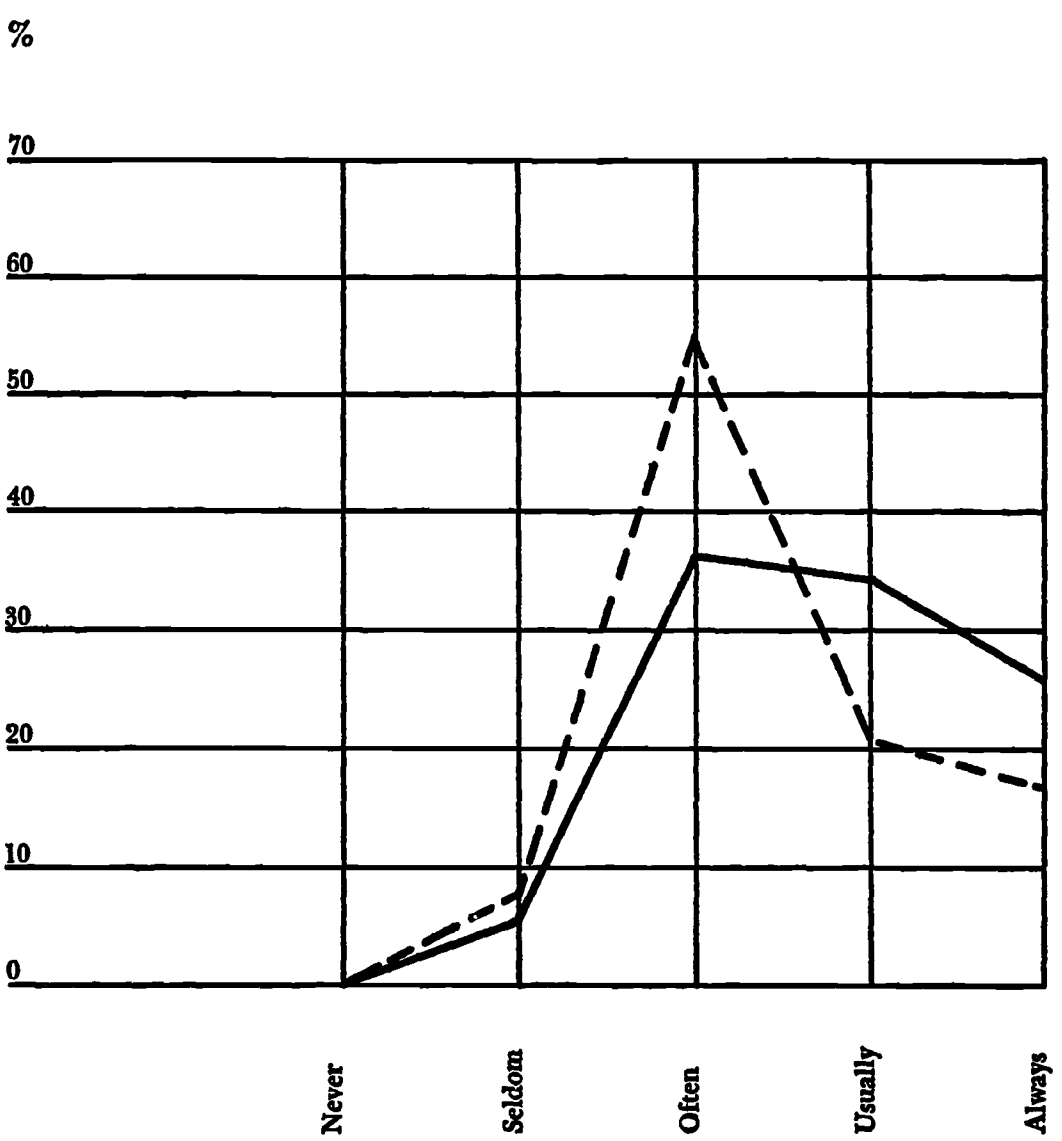
## CHART III

## INITIATION OF CONTACT BETWEEN SUPERVISORS AND PRINCIPALS AND/OR ASSISTANT PRINCIPALS



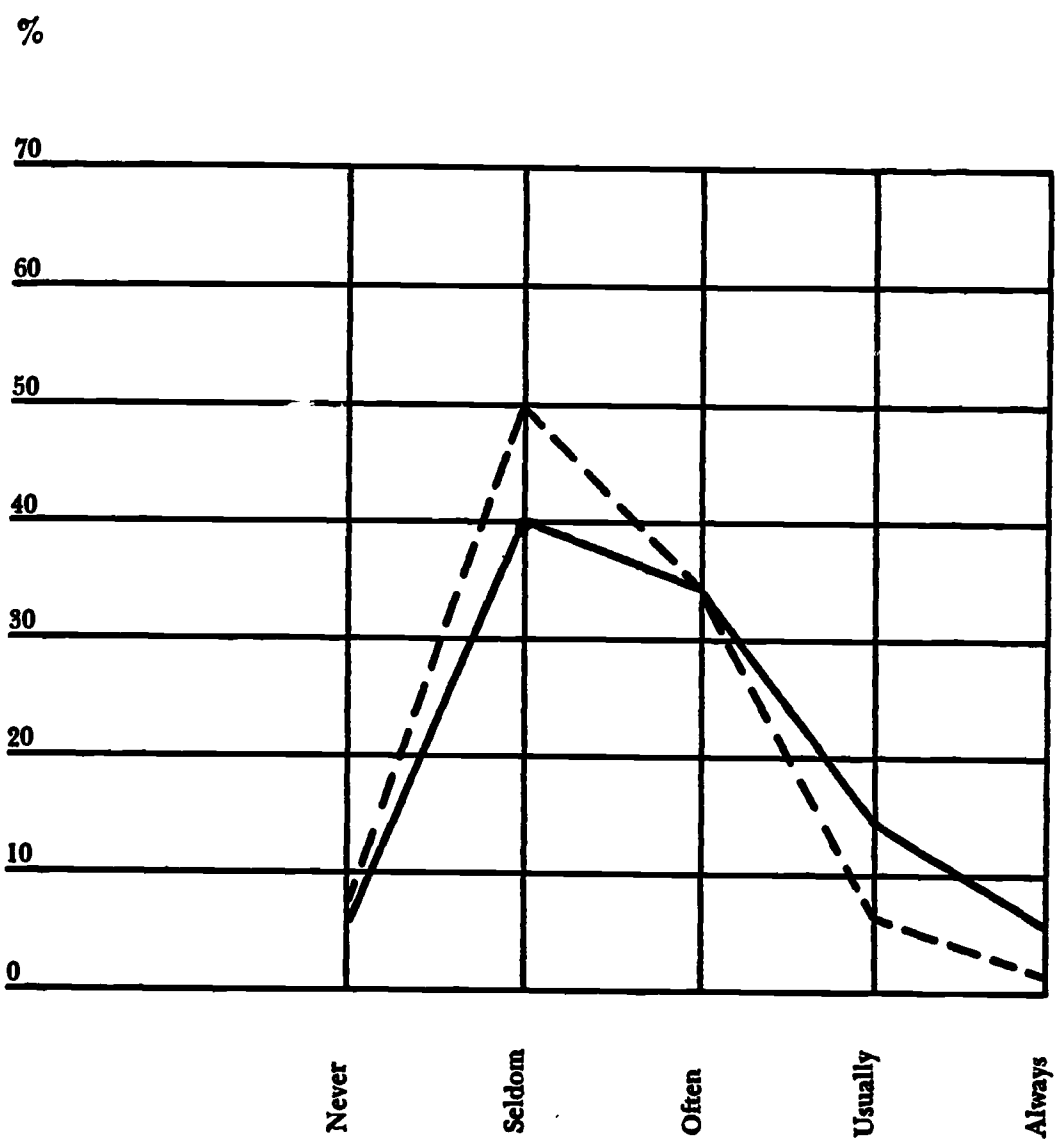

Supervisor initiated contact shown in solid line; principal initiated contact shown in broken line.

## CHART IV
## INITIATION OF CONTACT BETWEEN SUPERVISORS AND CLASSROOM TEACHERS




Supervisor initiated contact shown in solid line; teacher initiated contact shown in broken line.

## CHART V
## INITIATION OF CONTACT BETWEEN SUPERVISORS AND THE GENERAL PUBLIC




Supervisor initiated contact shown in solid line; general public initiated contact shown in broken line.

## *Focal Supervisor*

Four important organizational elements have been considered to this point: organizational factors, role senders (role expectations and sent role), personal attributes of the supervisor, and interpersonal factors affecting relationships between the supervisor and other members of the role set. All of these are necessary to understanding the focal supervisor in terms of how he perceives his role and how he behaves, or functions, in it. Whatever importance might be attached to the other considerations, role behavior and its acceptance by other members of the role set assume paramount significance.

## *Received Role*

This investigation has arbitrarily assumed that organizational factors have been correctly interpreted by other members of the role set and accurately transmitted toward the supervisors as sent role. Likewise, it has further been assumed that the focal supervisors have "received" these sendings at a level of accuracy satisfactory to others in the organization. This assumption is based on the observations that incumbents (a) were selected by their superiors by measuring up to certain established performance minimums, (b) have held their positions over a period of time, and (c) were functioning at the time of the survey. This would indicate that functions being performed by the supervisors were at least minimally compatible with organizational demands and directives. The questionnaire provides a number of items whose responses indicate the channels by which organizational expectations are transmitted and received by the focal English supervisor. Certain mechanical considerations of the job are the subjects of Items 16, 17, 40, 41, 42, 43, and 44. These have to do with the amount of time the incumbent devotes to English supervision, the length of his work year, determination of categories of people with whom the supervisor works, whether or not he teaches any classes on a regular basis and if so at what grade level or levels, the grade range of his supervisory responsibilities, and the geography of his jurisdiction. Further, it is probably safe to assume that because the respondents are incum-

bents they have met certain formal or informal criteria of selection to their jobs. Items 19, 20, 21, 22, 23, 24, 25, and 26 are concerned with some of these criteria. Questions posed seek responses regarding educational preparation, minimum degree requirement, minimum teaching experience, district and state credential standards, and other considerations. All of these are organizational factors with which the incumbents have complied. In addition there are three highly significant factors which weigh heavily on the way the supervisor functions. These are (a) the presence or absence of a written job description and the way it defines the supervisor's role if one exists, (b) the quality and quantity of direction the supervisor receives from his superior officer, and (c) the relative authority position established either by the educational organization itself or by the incumbent toward those with whom he performs his tasks.

## *Role Behavior*

With the foregoing basis, then, it is possible to identify the functions of the supervisors and to express them in terms of organizational contributions. A simple list of activities is insufficient. Knowing what the supervisor does assumes considerable more meaning if we also know the relative priorities he or the organization attaches to those functions. One way of expressing priority is in terms of the quantity of time the supervisor devotes to each task. This was the approach used in the questionnaire. Supervisors were provided with a list of activities which are frequently noted as pertaining to the supervisory function. Opposite each item they were asked to check the approximate amount of time they normally expended on any of the activities that applied to their supervisory routine. The functions are identified as Items 45 through 70 on the questionnaire and tabulated responses are shown in Chart VI.

For analysis, responses were weighted on a zero to ten continuum with "none" (no time expended in that activity) being zero and "50%" being ten. After each respondent's answers were weighted, a talley was made for each function in order to establish priority rankings. This ranking lists the functions in descending order of time spent by the supervisors. The list follows:

| *Functions* | *Weighted Talley* |
|---|---|
| Changing the curriculum | 1080 |
| Focus direction in the program | 1043 |
| Providing in-service opportunities | 955 |
| Selection of materials and equipment | 940 |
| Self-improvement | 913 |
| Morale building among teachers | 909 |
| Providing program continuity | 904 |
| Program evaluation | 896 |
| Identifying critical areas | 890 |
| New teacher assistance | 882 |
| Selecting teaching methods | 770 |
| Challenging teachers | 752 |
| Pilot programs and experimentation | 715 |
| Federal programs and project development | 690 |
| Teacher education | 682 |
| Public relations | 670 |
| Budgets and purchasing | 657 |
| Research | 558 |
| Demonstration teaching | 531 |
| New teacher recruitment | 521 |
| Coordinating student teacher programs | 513 |
| Administrative operations | 513 |
| Professional rights and responsibilities | 455 |
| Mediation | 375 |
| Certification standards | 346 |
| Politics and lobbying | 292 |

Invoking the previously stated assumptions, it is possible to conclude that the English supervisors are spending their time and energies in certain ways and in certain amounts. The preceding priority ranking would indicate that on a national normative basis the educational organization expects its English supervisors to be essentially curriculum change agents and to minimize their activities as lobbyists. Consuming most of the supervisor's attention are those things which have to do directly with curriculum and classroom instruction: change and direction in the program, continuity in and evaluation of the instruction, selection of materials and equipment, teacher assistance in

terms of in-service opportunities and guidance for those new to the system, and improvement of self. On the opposite end of the scale are largely the more mechanical housekeeping operations and certain maintenance functions, administrative operations, and routine duties. From this we might observe that the organization and the incumbent supervisors concur in agreeing that the supervisory role should be focused more upon curriculum and its continuance and less upon other organizational aspects.

## IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS

From the data collected in the questionnaires it is possible to summarize major practices in English supervision on the basis of most frequent responses. In no way is this an attempt to evaluate each criterion; it is only to point out what most supervisors and districts are doing. Therefore, a profile of the "typical" supervisor of English would look like this:

### *Profile*

Most English supervisors are married males in the age range of 41-50 years. The typical supervisor has had six to ten years experience as a classroom teacher before becoming a supervisor. His position has existed in the system's organizational pattern for four to six years, he has held the appointment for that entire time, and he is the only English supervisor his district has ever had. Generally, he feels he and his job have grown up together because the passage of time decreed it, rather than because of direction from a master plan. He spends full time in that area of the curriculum and works for eleven months a year at his job.

The position is funded by the operating budget, being induced by Federal funds. By formal training the supervisor of English possesses a Bachelor of Arts degree with a major in English and a Master of Education with a major in either educational administration or guidance. He is not expected to have a doctorate. The district in which the supervisor is now employed requires a master's degree for employment. While teaching ex-

## CHART VI
## SUPERVISORY FUNCTIONS AND AMOUNT OF TIME SPENT ON EACH

| Function | None | Negl. | 5% | 10% | 15% | 20% | 25% | 30% | 35% | 40% | 50% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 45. Selection of materials and equipment | 94 | 19 | 87 | 61 | 29 | 22 | 14 | 8 | 3 | 6 | 11 |
| 46. Demonstration teaching | 92 | 140 | 64 | 26 | 10 | 7 | 8 | 2 | 0 | 2 | 3 |
| 47. Self-improvement | 96 | 18 | 90 | 70 | 17 | 19 | 17 | 4 | 6 | 6 | 11 |
| 48. Selecting teaching methods | 112 | 29 | 92 | 57 | 15 | 15 | 13 | 9 | 3 | 4 | 5 |
| 49. Morale building among teachers | 102 | 31 | 89 | 44 | 19 | 16 | 16 | 11 | 6 | 9 | 11 |
| 50. Focus direction in the program | 102 | 15 | 77 | 48 | 29 | 20 | 17 | 8 | 8 | 8 | 22 |
| 51. Changing the curriculum | 88 | 11 | 81 | 64 | 25 | 18 | 21 | 14 | 55 | 9 | 18 |
| 52. Identifying critical areas | 103 | 29 | 100 | 43 | 18 | 11 | 13 | 10 | 4 | 5 | 18 |
| 53. Professional rights and responsibilities | 127 | 135 | 44 | 17 | 8 | 6 | 8 | 4 | 3 | 1 | 1 |
| 54. Teacher education | 117 | 73 | 63 | 38 | 17 | 14 | 15 | 5 | 5 | 4 | 3 |
| 55. Certification standards | 126 | 180 | 25 | 11 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 56. New teacher recruitment | 110 | 119 | 63 | 29 | 11 | 8 | 6 | 2 | 2 | 1 | 3 |
| 57. Mediation | 132 | 143 | 47 | 17 | 5 | 1 | 5 | 2 | 1 | 0 | 1 |
| 58. Providing program continuity | 97 | 24 | 86 | 64 | 20 | 19 | 15 | 7 | 7 | 4 | 11 |
| 59. Providing in-service opportunities | 92 | 26 | 85 | 55 | 27 | 24 | 11 | 9 | 4 | 5 | 16 |
| 60. Coordinating student teacher programs | 117 | 132 | 52 | 18 | 7 | 10 | 5 | 5 | 0 | 0 | 8 |
| 61. Challenging teachers | 118 | 40 | 98 | 32 | 17 | 7 | 16 | 9 | 5 | 2 | 10 |
| 62. Research | 115 | 79 | 83 | 29 | 18 | 11 | 7 | 5 | 2 | 0 | 5 |
| 63. Program evaluation | 96 | 24 | 105 | 58 | 12 | 8 | 18 | 9 | 2 | 7 | 15 |
| 64. Pilot programs & experimentation | 107 | 51 | 98 | 39 | 16 | 15 | 12 | 4 | 2 | 4 | 6 |
| 65. Federal programs and project development | 109 | 94 | 62 | 28 | 13 | 13 | 11 | 5 | 8 | 4 | 7 |
| 66. New teacher assistance | 97 | 44 | 78 | 57 | 21 | 14 | 11 | 4 | 5 | 7 | 16 |
| 67. Budgets and purchasing | 98 | 78 | 90 | 47 | 10 | 6 | 8 | 7 | 4 | 1 | 5 |
| 68. Politics and lobbying | 127 | 195 | 18 | 7 | 2 | 1 | 3 | 0 | 0 | 1 | 0 |
| 69. Public relations | 109 | 69 | 94 | 31 | 15 | 11 | 7 | 2 | 4 | 3 | 9 |
| 70. Administrative operations | 117 | 132 | 52 | 18 | 7 | 10 | 5 | 5 | 0 | 0 | 8 |

perience is implied, specific requirement is unstated. The district requires a valid teaching credential and either a supervisory or administrative certificate.

There are few other stated requirements. Most respondents stated unwritten requirements for job appointments (assuming the foregoing requirements of degree, certification and experience to be met) were (1) reputation for not "rocking the boat," and (2) "knowing the right people."

In all probability the school district has developed at least a skeletal job description, but present supervisors feel it is inadequate. Coupled with this is loose direction from the immediate superior. As a group the supervisors move about the school system and community with few restrictions in their work. They often initiate professional contacts with other employes in the central office, classroom teachers, and building principals, but seldom with the general public or with personnel of their state departments of education. The same pattern applies in reverse: the central office personnel, principals and classroom teachers often initiate contact with supervisors of English; however, state department of education representatives and the general public seldom do. Conceiving of their positions as advisory ones, the supervisors function most often with classroom teachers.

The supervisors often have regular teaching duties, generally at the high school level, and they find these experiences beneficial in carrying out their supervisory duties, maintaining touch with what is taking place in the classrooms, and achieving balance in their programs. The grade level assignment is most often K-12, and the functions of the English supervisor apply to the entire district. Most often those functions are concerned with: (1) changing the curriculum, (2) focusing direction in the program, (3) providing in-service opportunities for teachers, (4) selection of materials and equipment for use in the schools, (5) self-improvement, (6) morale building among teachers, (7) providing continuity in the program, (8) evaluation of program aspects, (9) identification of critical areas in instruction, and (10) assisting teachers new to the system.

Second in order of functions come: (1) selecting teaching methods and techniques to be used in the schools, (2) challenging the teachers, (3) conducting pilot programs and experimen-

tation of various sorts, (4) dealing with federal programs and development of projects, (5) involvement in teacher education and preparation at the university level, (6) public relations, and (7) coping with budgets and the procurement of supplies and equipment.

Lastly in the amount of time consumed are these functions: (1) educational research, (2) demonstration teaching, (3) recruitment of new teachers into the English field and/or into the system, (3) coordination of student teacher programs, (4) administrative operations, (5) involvement in professional rights and responsibilities, (6) mediation among various groups, (7) certification standards, and (8) politics and lobbying.

## *Implications*

Two main aspects of this study appear to be significant. This study represents the first time that on a national basis the status of English supervision has been investigated, and provides a foundation for any future study of the subject. Second, through a number of implications growing out of the present investigation, areas for future attention appear fairly clearly drawn. English supervision on a national scale is relatively young and unsettled. It appears from this study there is need for more in-depth research into various factors dealt with here in broad survey. Furthermore, there is a need to evaluate the various factors and functions in terms of effectiveness.

There are implications indicating a need for attention to the questions of how the English supervisor should be trained, in attempt to answer such queries as the following. Should the English supervisor be a generalist or a specialist? Should his responsibilities be restricted to those grade levels in which he is experienced and for which he was formally educated? Should his training center upon the subject matter of English or should his university work encompass such things as administration, group process, public school law, business management. What should certification of English supervisors demand as minimum levels of competency? Are there other requirements that should be made by school districts in selecting office holders?

In view of the seemingly nebulous relationships between the

English supervisor incumbents and their respective superiors, it would seem that there is an implied need for determining if such is the best kind of relationship in terms of accomplishing the desired supervisory objectives. Should that research prove otherwise, a better pattern ought to be discovered.

It has been pointed out that the supervisors seem to work with all segments of the educational system. No attempt has been made to determine if this is the best way for the supervisor to accomplish his tasks. More in-depth study might prove this to be too time-consuming and wasteful of effort. Too, there might be a relationship between the size of the district and the scope of the various categories of people with whom the supervisor works. Closely allied with this concern is determination of the best kind of authority relationship that should exist between the English supervisor and those with whom he works. In terms of supervisory objectives a good deal of study could be exerted on the effects of various authority relationships. The question still remains as to whether the supervisor is an administrator or an advisor. Perhaps a better question to answer would be whether he *should* be an administrator or an advisor.

The list of supervisory functions is long, varied, and overlapping. Many are seemingly somewhat indiscriminate. A significant implication of the present study—and outgrowth therefrom—would be to determine whether the functions now being performed by the English supervisors are the ones the supervisors should be doing and in the ways that the duties should be carried out. This assumes a prior basis, which should be the determination of a method for assessing the effectiveness of supervisors. If the supervisors and their functions are to be evaluated on some basis, we must first have established a viable means of doing so.

## *Conclusions*

Referring to the expressed problem statements, it would appear that two conclusions may be reached on the basis of this study. Problem 1 had to do with determining certain status elements in English supervision. Through means of the nationally circulated questionnaire and tabulations of data reflected

therefrom, certain qualities and characteristics of supervision in English were established. Problem 2 assumed that functions of English supervisors were not influenced by certain organizational factors. Results of analyses of the data would indicate that these factors do influence the role behavior of incumbent supervisors, thus negating the problem statement as posed.

## *Recommendations*

Especially in larger districts, most instructional leadership comes from the subject matter supervisor. For this reason alone it should be apparent that the school organization and the supervisor need to be acutely aware of the values and responsibilities of these offices. Most of the items discussed as implications growing out of the study can be translated into recommendations. However, certain other areas present cause for concern. and these are more general. These areas are also to be viewed as encompassing both supervisor and organization. First, since selection procedure is rather indeterminate as described by commenting supervisors (q.v.), it is recommended that districts and supervisors develop less haphazard and more realistic criteria for choosing personnel to fill supervisory positions. Second, the organization should more clearly define for the supervisor his areas of responsibility, his functions, and how they are to be performed. This is essential if he and his functions are to be assessed for values received. Third, criteria for appraising the supervisor's work should be established in terms of realizable objectives. Fourth, the organization should set up the necessary machinery for making possible a satisfactory level of success in supervision.

# SUPERVISOR COMMENTS

Respondents to the questionnaire noted comments regarding how they secured their positions as supervisors of English. These observations are recorded below.

1. Meeting requirements
   Recommendation by superiors
   Selected by administration

2. This position was announced in the local paper, with the necessary qualifications listed. I talked to the personnel director concerning the position. He followed-up with persuasive calls and communications. I left a similar position in another system in order to take this job, because I saw the need for someone to coordinate the language arts program in this system and felt that I had the necessary qualifications.

3. I think I was selected because I have been very interested in the Language Arts program in our school. As a result of this interest, I attended workshops wherever I could. I applied and was accepted for an NDEA Institute for non-majors at the University of Colorado. I was selected by my co-workers as chairman of the high school department. In addition, I was selected to chair a textbook committee and pilot program by the secondary teachers. I think all of the above factors resulted in my name being presented to the four secondary principals. They, in turn, agreed that I would be compatible with them and their teachers.

4. Qualifications plus knowing the right people (administrators and School Board members). All administrators are required to live in the community.

5. Do your best at all times
Push yourself academically
Be willing to work overtime
Have the students at heart

6. Supervisors are appointed by the superintendent upon recommendation of directors of instruction. A good reputation as a teacher seems to be the major criterion.

7. Proven ability to teach the area to be supervised and to work with (lead not drive) teachers.

9. All of the supervisory personnel now employed in the District were selected from among a number of applicants who were not teaching in the district at the time of selection. As far as I know, they were selected on the basis of the recommendations of their former supervisors and of their educational philosophy.

10. We do a great deal of promoting from within the district personnel. I would think a characteristic that is valuable to a person desirous of promotion is proven ability as a teacher. Most

of our administrators basically still regard themselves as teachers.

11. No "boat-rockers" need apply.

12. The procedure now is for a job description to be drawn up and candidates interviewed in terms of this description. In my case, there was no particular job description—the position was created—and I was asked to fill this position. Whether or not there were other candidates I do not know—but I was sought out, I did not apply for the job.

13. You apply for it and selection is made based upon experience and presentation to board.

14. Vacancy or new position posted, applications filed, candidate selected by superintendent subject to Board approval, appointment made.

15. One must be: experienced as a teacher, enjoy a reputation of being an excellent teacher, demonstrate leadership ability, intelligent, reliable, dependable, of good character, have proper certification, have good recommendations from building principals, able to work well with people.

16. Meet state and local education and experience requirements for the position, apply, interview with full Board of Education, appointee may be from within or outside the system, two most recent appointments were from outside the system, Board of Education makes final decision on administrations recommendations.

17. All of our subject area supervisors were outstanding teachers (and still are). To get a position like this here, you have to be a "pro."

18. Supervisory positions generally go to teachers who have been working in the given field in our district for several years. The superintendent and Board, when they have several applicants, do seem to prefer those who they feel can direct teachers without being unduly obnoxious.

19. The position was created in 1958-59. I was appointed to fill it. At the time I was the only experienced teacher certified in Supervision. When I retire, no doubt the usual procedure of posting the job vacancy—applications will be screened, interviews conducted and the appointment made.

20. Display varying degrees of efficiency but outstanding in ability to get along with members of their departments, to plan curriculum, and to referee disagreements. I am quite sure that I was selected because my predecessor, a friend of mine, knew me and knew I would be acceptable as teacher, scholar, and as umpire.

21. Knowing the "right" people at the right time.