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ABSTRACT

This survey was designed to determine the academic background, extra salary, released time, duties, and responsibilities of the foreign language and science supervisors employed by the public secondary schools in Western New York and to identify the role they play in the improvement of instruction. More than 70 completed questionnaires serve as the basis of the report. Statistical data for both foreign language and science positions are tabulated in six tables comparing administrative titles, level of responsibilities of the positions, school enrollment and type of leadership, academic degrees and additional credits, and time distribution allotted for supervisory positions. A summary with general recommendations is included. (RL)

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The Supervisor as a Catalyst for Change:
A Comparative Study on the Role of the Foreign
Language and Science Supervisors

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Since 1958 the supervision of instruction in foreign languages and science has involved more specialized personnel. This has been a result of several factors including increased enrollments, subject matter specialization and need of field specialists to seek improvement of curriculum and instruction.

This survey was designed to determine the academic background, extra salary, release time, duties and responsibilities of the foreign language and science supervisors employed by the public secondary schools in Western New York and to identify the role they play in the improvement of instruction.

Method

The population surveyed in this study included all foreign language and science supervisory personnel in the eight counties designated as Western New York (Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Livingston, Monroe, Niagara, Orleans, Wyoming). Questionnaires were sent to the 107 departments of foreign languages and of science.

More than seventy percent of the questionnaires were returned. Because not all respondents answered all items, small variations will occur in the total numbers reported in the sections of this

2002 678



report. The results will be discussed in four parts: Status of the Position, Academic Background, Duties, and Responsibilities.

Status of the Position

The most prevalent title listed by the foreign languages and science respondents was Department Chairman, with Department Head and Coordinator next in frequency, few were entitled Supervisor or Director. Table I presents the percentage of the foreign language and science supervisors and their corresponding titles.

TABLE I

Percentage of Respondents with Respective Titles

Titles	Languages	Science
	%	%
Department Chairman	50	45
Department Head	30	22
Coordinator	4	16
Supervisor	4	4
Director	2	4
Other---(Teacher, Resource-Teacher, teacher consultant)	10	9

When the respondents were asked whether they were considered teachers or administrators, quite similar results were obtained for the science and foreign language groups.

TABLE 2

Percentage of Positions Considered
Administrative or Teaching

Position	Languages	Science
	%	%
Teaching	90	83
Administrative	10	17

The scope of the positions always included supervision of the senior high and a large number also included the junior high school for both the foreign language and science groups. In addition a small number of the respondents indicated that they had responsibility for the elementary school program.

TABLE 3

Levels of Responsibilities of the Positions

Level	Languages	Science
	%	%
Senior High	100	100
Junior High	85	78
Elementary	10	20

Student enrollments (grades 7-12) of the schools represented in this survey ranged from 200 to 28,000 with the median being 1,200 students. While the number of teachers in these schools

ranged from one to 200, the majority of the science respondents worked with between 1 and 15 teachers, the median was 9 teachers. In foreign languages certain correlation existed between the school enrollments and the type of leadership. This is shown in Table 4.

TABLE 4

Correlation Between Enrollments and Type of Leadership

Secondary School Enrollment	No. of Language Teachers	Languages Offered	Departmental Leader
up to 1,200	1-4	Spanish French	Teacher Consultant or Resource Teacher
1,200 - 4,000	5-14	Spanish French German	Dept. Head or Chairman
4,000 - 7,000	15-20	Spanish French German	Coordinator
7,000 - 10,000	21-30	Spanish French German Others	Supervisor
10,000 and up	30 and up	Spanish French German Others	Director

The Teacher Consultant or Resource Teacher was an experienced teacher in a small school district who was responsible for some

administrative aspects of the department without receiving any remuneration or release time. The Department Head or Chairman held the position of leadership in the foreign language department with 5 to 14 teachers. If the department consisted of 15 to 20 teachers, then the foreign language leader of the school district was a coordinator. The supervisor and/or director was the leader of the foreign language program if there were more than 20 foreign language teachers. They did not teach and were responsible for classroom supervision, in-service training, curriculum development and budgeting.

In science the titles Supervisor, Director, and Consultant were used by large and small school systems. Most of the science respondents with these three titles had responsibility for the elementary school science program in addition to the junior and senior high school. Moreover it seemed that the above-mentioned titles of the science respondents did not correlate with the number of teachers in the area.

All respondents had accomplished considerable amount of graduate work beyond their degree and 4% of the foreign language leaders in secondary schools had a doctorate degree. Table 5 presents detailed information about the academic background of the leaders.

TABLE 5

Academic Degrees and Number of Additional Credits

Degree	<u>Foreign Languages</u>		<u>Science</u>	
	Percentage with Degree	Additional Credits	Percentage with Degree	Additional Credits
Doctorate	4	6	0	0
Masters	62	24	82	39
Bachelors	34	38	18.	45

The respondents were experienced both in their present position and teaching profession. The average number of years in the present position for the science respondent was 9 and 8 for the foreign language respondents, while the average years in teaching was respectively 16 and 14.

Duties of Position

When asked to estimate the percentage of their time spent in the following areas on a yearly basis, the results described in Table 6 were obtained when averaged for all respondents.

TABLE 6

Estimated Percentage of Time Used in Assigned Responsibilities

	Languages	Science
Classroom Teaching	81%	69%
Curriculum Development	5%	9%
Assisting New Teachers	3%	7%
Classroom Supervision	4%	6%
Budgeting	3%	4%
Inservice Training	1%	2%
Other	4%	3%

The "other" category included such activities as meetings, material evaluation, scheduling, staffing, facility planning, class advising and other administrative duties.

The remuneration received by the science supervisors for their nonteaching duties was reported by 58 respondents. Of these, 34% indicated that they received no extra pay for their supervisory activities. The average extra remuneration for the other 66% of the respondents was \$500 with salary additions ranging from \$50 to \$2,100. Five people indicated their extra remunerations as a given percentage of their regular salary (5%, 6%, 7%, 7%, 17%).

Release time in which to accomplish their non-teaching duties ranged from no time to full time. Forty-six percent indicated they had no extra time in which to accomplish their non-teaching duties, while three reported that they were full-time supervisors. The average number of hours of release time for all the respondents was about one hour per day.

The average remuneration received by the Foreign Language Department Chairman or Department Heads was \$430 in addition to their regular teaching salary. These language leaders were provided with 80 minutes of released time per day to carry out their responsibilities. Three people indicated their extra remunerations to be respectively 5%, 6%, and 7% of their basic

teaching salary.

Responsibility of Position

The specific activities, as shown in Table 7, of the foreign language and science leaders clarifies the duties and responsibilities of the respondents.

TABLE 7

Responsibilities of the Position

	Foreign Languages		Science	
	Percentage Yes	No	Percentage Yes	No
<u>Participation in selection of teachers</u>	64	36	53	47
<u>Participation in teacher assignments</u>	67	33	57	43
<u>Participation in evaluation of teachers</u>	64	36	54	46
<u>Recommendation for teachers' tenure</u>	65	35	57	43
<u>Helping teachers in improving instruction</u>	70	30	72	28
<u>Preparation of Departmental Budget</u>	84	16	79	21
<u>Preparation of Departmental Inventory</u>	93	7	78	22

SUMMARY

The preceding sections could be used to form a description of the foreign language and science leaders in Western New York. The "average" Western New York language and science leader is considered to be a teacher, rather than an administrator, and was entitled Department Chairman with responsibilities for programs at the junior

and senior high schools. The average leader had completed about 30 hours of academic work beyond his Masters degree and had been in his present position for eight years and in teaching for 15 years. About seventy percent of the supervisor's time was spent in classroom teaching with the remaining time spent in a number of supervisory activities such as budgeting, selecting, assigning, assisting, evaluating new teachers, supervising classroom instruction and articulating programs.

Moreover the survey showed a variety of actual practices regarding the duties, responsibilities, remuneration and released time of the respondent. Though it is fully recognized that the local needs of the school districts vary, it is nevertheless imperative that certain guidelines be established to serve as minimum standards. The requisite qualification, the nature of the job, the scope of responsibilities, the time required for the performance are factors which should be considered for compensation and released time.

The survey tended to imply that the department heads and chairmen are primarily classroom teachers and only secondarily "supervisors". Most of the respondents did not have enough released time to carry out their "supervisory" duties and felt that more time should be devoted to assisting new teachers,

developing in-service training, supervising classroom teaching and articulating the curriculum. They wanted to be consulted in the important matters of staff selection, teacher assignments, teacher evaluation and tenure recommendation. It seems that the majority of the foreign language and science leaders in Western New York are interested not only in facilitating the administrative and clerical routines of the position but also in promoting better articulation, developing new curriculum and helping new teachers.