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AUTHOR Ward, William P.
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ABSTRACT

The purpose of the practicum was to improve specific supervisory skills of the administrators in the Newington (Connecticut) public schools. The practicum was also intended to increase the amount of time spent by administrators in various categories of supervisory activities. Treatment included administrative focusing efforts, a planned and sequenced series of inservice activities, and regular reinforcement by the chief district administrator. Evaluation indicates improvement in supervisory skills, greater amount of time spent on supervisory activities, and greater acceptance of supervision by professional staff. The school district now provides a cadre of skilled administrators who can teach supervisory skills locally or regionally. An appendix contains the activities used in the training program. (Author/IRT)

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MAXI II PRACTICUM REPORT

THE DEVELOPMENT OF A TRAINING PROGRAM
TO IMPROVE THE
SUPERVISORY COMPETENCE
OF
NEWINGTON PUBLIC SCHOOL ADMINISTRATORS

ED119387

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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WILLIAM P. WARD

HARTFORD CLUSTER

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ABSTRACT

THE PURPOSE OF THIS MAXI II PRACTICUM WAS TO IMPROVE SPECIFIC SUPERVISORY SKILLS OF THE ADMINISTRATORS IN THE NEWINGTON PUBLIC SCHOOLS. A SECOND PURPOSE WAS TO INCREASE THE AMOUNT OF TIME SPENT BY ADMINISTRATORS IN VARIOUS CATEGORIES OF SUPERVISORY ACTIVITIES.

TREATMENT INCLUDED ADMINISTRATIVE FOCUSING EFFORTS, A PLANNED AND SEQUENCED SERIES OF INSERVICE ACTIVITIES AND REGULAR REINFORCEMENT BY THE CHIEF DISTRICT ADMINISTRATOR.

EVALUATION INDICATES IMPROVEMENT IN THE SKILLS, GREATER AMOUNT OF TIME SPENT ON SUPERVISORY ACTIVITIES AND GREATER ACCEPTANCE OF SUPERVISION BY PROFESSIONAL STAFF. OTHER UNPLANNED BENEFITS FROM THIS PROGRAM ARE REPORTED.

THE SCHOOL DISTRICT NOW PROVIDES A CADRE OF SKILLED ADMINISTRATORS WHO CAN TEACH SUPERVISORY SKILLS LOCALLY OR REGIONALLY.

SECTION I

BACKGROUND OF THE PROBLEM

Supervision is a neglected art in need of revival. Conditions are such that improvements in education will increasingly depend upon more fully using and improving the human resources presently available to schools rather than upon introducing substantial new human, material, and economic resources. Supervision can play a key role in this effort. Our middle managers, the principals, assistant principals, supervisors and department chairpersons, are faced with unique difficulties in this school organization. Education and schools are among the most difficult organizations to run well. They are increasingly expected to serve many masters who have conflicting sets of rapidly changing expectations. All of these demands occur in the spotlight of public visibility and accountability. These new forces place a great burden upon these middle managers as they try to insure that acceptable instructional changes occur even under the adverse conditions that are described above.

Even more than supervisors in most organizations the middle manager in our school organization can only be successful in initiating changes in the school system either by convincing, or coercing those who more directly

affect the outcome, the teachers. The difficulties that are normally inherited in trying to alter attitudes and behaviors in a number of our supervisors are compounded by the fact that the outside pressures that prod our middle managers to make favorable changes in instruction often tend to make school people function in a very rigid, unresponsive, and perhaps even hostile and defensive attitudes towards change, growth, and experimentation. Teachers become very reluctant to consider alternative methods of instruction or to having colleagues observe and criticize their classroom behaviors. The results of attempts at coercion to effect instructional changes has usually been resistance, failure of programs, and the organized phenomena known as strong teachers' unions. These attempts result in "us and them" trench lines which have often made the middle manager feel increased isolation. There is a need, in my opinion, of different methods of supervising teachers. The most effective method being used today seem to be the humanistic approaches to supervision as described by Abraham Maslow and Douglas MacGregor.

Humanistic forms of supervision encourage middle managers and their supervisees to work through cooperative and mutual respect towards more effective instruction for our pupils. Douglas MacGregor describes this type of

supervision as being characterized by an environment which will encourage commitment to the organization's objectives, which will provide opportunities for this maximum exercise of initiative, ingenuity, and self-direction in achieving these objectives. The skills that are involved in this form of supervision, however, are unique and are still not taught in many programs for administrators. The purpose of our inservice program was to present training material to help the Newington administrators learn to develop the skills and adapt them to the individual settings in which they function.

Present supervisory practices in schools are based on one, or a combination of three general supervisory theories, namely - traditional scientific management, human relations, and neo-scientific management. Traditional scientific management represents the classical autocratic philosophy of supervision where teachers are viewed as appendages of management and as such are hired to carry out specific duties in accordance with the wishes of management. Control, accountability, and efficiency are emphasized in an atmosphere of clear-cut boss subordinate relationships.

Human relations supervision had its beginnings in the democratic administration movement advocated in the 1930's

and is still widely preached and practices. Human relations supervision was a successful challenger to traditional scientific management. Teachers were to be viewed as whole people in their own right rather than as packages of needed energy, skills, and aptitudes to be used by administrators and supervisors. Supervisors work to create a feeling of satisfaction among teachers by showing interest in them as people. Human relations supervision is still widely advocated in practice today, though its support has diminished. Human relations promised much but delivered very little.

Neo-scientific management, the most recently entrenched image of supervision is in large part a reaction against human relations supervision, particularly as its neglect of the teacher in the classroom. Neo-scientific management shares with traditional scientific management an interest in control, accountability and efficiency. The code words of this movement seem to me are teacher competencies, performance objectives, and cost benefit analysis. Neo-scientific management relies heavily on externally imposed authority and as a result often lacks acceptance from teachers.

Each of the three images of the above supervision shares a lack of faith and trust in the teacher's ability

and willingness to display as much interest in the welfare of the school and its educational program as that presumed by administrators and supervisors. In the traditional scientific management teachers are heavily supervised in an effort to insure for administrators that good teaching would take place. In human relations supervision, teachers are nurtured and involved in efforts to increase their job satisfaction so that they might be more pliable in the hands of administrators and supervisors, thus insuring that good teaching will take place. In neo-scientific management, impersonal, technical, or rational control mechanisms substitute for face-to-face close supervision. Here it is assumed that if visible standards of performance, objectives, or competencies can be identified, then the work of teachers can be controlled by holding them accountable to these standards, thus insuring for administrators better teaching.

Never fully adequate in the first place, each of these three models of supervision is becoming increasingly inadequate. It is true that the goals and tasks of supervisors remain largely unchanged. Supervision continues to be a change-oriented role that is designed for the improvement of instruction in the development of teachers. But the setting within which supervision takes place has changed markedly.

The 1970's has marked a new era of concern with regard to job satisfaction for teachers. Where our schools were previously concerned with decreasing teacher turn-over, or increasing retention rates, the concern now is for over-retention in the lack of mobility among our teachers.

We are now in a period of entrenchment - of teacher surplus, of decreasing student enrollment, and of economic slow-down. Student enrollments are down drastically in our elementary schools and are beginning to decline in our secondary schools. Birth rates continue to be down and, therefore, this trend will probably continue for some time. Good teaching jobs are already difficult to find and teachers will be increasingly less likely to make a job change once they obtain employment.

By and large the teachers we have now are the teachers we will have in the years to come. It would be wishful thinking to assume that schools will improve or that changes will be accepted more readily by the introduction of substantially "new blood" into our schools. Improvements must be made by relying on the teachers we now have. Thus keeping teachers in effective service as interested, growing, and highly motivated individuals, becomes a prime focus of supervision.

Schools are basically comprised of teachers and students and this makes them labor intensive organizations. Education is not a technically oriented field largely dependent upon automative equipment. Indeed, four out of five dollars spent in our school system wind up in the pockets of teachers, not in equipment, buildings, or materials. When we think of teaching as an occupation we think of teachers - over four hundred of them in our school district and in a national picture up over two million. Few other fields in this community can match this labor intensive record. Further, our schools are organized so that teachers have wide discretion. Indeed, discretion actually increases as one moves down the educational hierarchy into the classroom. The less visible one job is to other adults, the more discretion he or she has. Teachers can behave pretty much as they wish providing that the direction and activities they choose to undertake, or ignore, are not interdependent with the work of others and providing that they do not noticably violate accepted precepts of normative or organizational order.

The labor intensive nature of teaching, combined with a period of stability, in the teacher retention turnover provide a setting which in my opinion requires a new

emphasis on supervision. Our administrators will find that most situations they face force them to operate more as change facilitators than as direct agents of change. Our schools are primarily holding companies for people and not so much structures in of themselves. Change in education usually means change in teachers. In the final analysis it is what the teacher decides to do, day by day, with students in the classroom that really matters and this daily encounter needs to be the focus of change. Today's administrators, are challenged as never before to continue their study on the job. They will continue to need broader and continuing planned training. Understanding of the whole enterprise is extremely necessary. The many demands for rapid changes in the instructional program have brought about this new challenge.

Fresh kinds of thinking, as well as unfamiliar skills, are required. Skills are needed for dealing with the rising power sources as well as for coping with the current inservice education demands. Several kinds of specialization within the supervisory administrative group are going to be required.

SECTION II
SETTING OF THE PRACTICUM

Our schools, and particularly the twenty-four school administrators, in Newington, Connecticut have been constantly faced with unique and ever increasing difficulties during the early part of the 1970's. We are expected to serve many publics who have different sets of fast changing expectations. All of these demands, or expectations, occur in full view of the publics that we serve.

The Newington Public School District has an enrollment of 6,437 pupils. These pupils are served by six elementary schools, two middle schools, and a high school. There are 390 professional staff members supported by non-certified employees, such as - custodial, clerical, cafeteria, transportation, and maintenance, a total of 284. There are twenty-four full-time administrators for this staff who consist of a superintendent, two assistant superintendents, fourteen building administrators, and seven special program curriculum supervisors. We had an operating budget of \$ 9,511,300 for the past school year. The community, a suburban, middle class district, has a population of approximately 27,700. It is a school district that has supported good education through its local property tax.

In recent years, along with decreasing school enrollments and the increased demands for accountability, the administrative staff has been constantly bombarded with the demand for results but no new resources.

A recent demand has been an increased interest in the evaluation of the staff - teaching and administrative. During the school year 1974 we developed a comprehensive teacher evaluation process and simultaneously developed a Management by Objectives System for all administrators. These were developed cooperatively with teachers, board members, community participation, and administrators. Prior to 1974 the evaluation of the teaching/administrative staff was limited to a very simple check list. This dissatisfaction with the process was identified by myself, and many others, as being an important need to be met. Over a period of three years we began to develop a plan to improve not only the evaluation process but the necessary supervisory skills to implement such a drastic change.

Soon after we began implementing the teacher evaluation process I began to receive complaints, formal or informal, from members of the teaching staff. These complaints may be summarized as follows:

1. administrators are not competent to evaluate or supervise;
2. my building principal never visited my class before and, in fact, never received any formal training;

3. some administrators are doing a better job than others, therefore, some teachers can get away with some things;
4. if this process of teacher evaluation is ever going to work it must have some uniformity.

Not only were complaints registered by the teaching staff but the administrators were also being heard in this area. A summary of their complaints are as follows:

1. this is new - the other superintendent never required us to visit classes;
2. my teachers are threatened by this process and so am I;
3. we (the administrators) have never had any real training in the area of supervision.

I felt that these concerns, by administrators and teachers, needed to be dealt with immediately. During the summer of 1974 the twenty-four members of the Administrative Council reviewed the achievements of the previous school year and established a set of management objectives for the next three years. As a number one priority I set the expansion and refinement of our supervisory skills with the administrative team. As part of this refinement and expansion I undertook this practicum effort which deals primarily with the recognition of

existing skills, the identification of skills which were lacking and needed the development of commitment to the supervisory process for both the administrative and teaching staff.

SECTION III
STATEMENT OF THE PROBLEM

What are the effects of a program design to improve the specific supervisory skills and time spent on supervisory activities of the administrators of the Newington Public Schools?

Specific Objectives of the Practicum

The objectives of the practicum were set as follows:

1. each administrator will demonstrate improvement in specific skills of supervision which include conferences, data collection, and models of supervision;
2. each administrator will demonstrate increases in supervisory activities;
3. each administrator will demonstrate increased acceptance of supervision by district teachers;
4. each administrator will demonstrate a commitment to a specific plan for the continued development of supervisory skills.

I plan to draw upon the results of my experience with the Nova University Supervision Module, and other authorities in the field of supervision, in setting the objectives for this practicum. I will assume a leadership role in bringing supervision to our school system.

Quantified Measurement of Practicum Objectives

The means by which I will measure the attainment of these stated practicum objectives is as follows:

- A. a 25% increase as a minimum in the number of supervisory conferences which are conducted by the administrators with their teachers;
- B. the development and use of at least two new data collection instruments by each of the administrators;
- C. the use of one or more of the models of supervision presented as a result of this practicum to be used as part of the teacher evaluation process in each school;
- D. to double the amount of time spent by each administrator in the supervisory responsibility;
- E. a comparison of the final teacher evaluation reports, prior to the start of the practicum effort, along with the number of grievances processed by the teachers' association, with the post-practicum teacher evaluation reports and grievances processed;
- F. a plan from each administrator and a minimum of one objective for the 1975-76 school year will be received and analyzed.

SECTION IV
DESIGN OF THE STEPS IN THE PROGRAM

This section of the report will give the reader a brief overview of a design that was used in the entire practicum effort. The steps are identified and are followed by a summary of activities that took place during that particular phase. A more detailed indepth analysis of these steps follows in the subsequent sections of this report.

Step I - Needs Assessment

In order to assess the present level of supervisory competency for the administrative staff it was necessary to employ various techniques to determine known knowledge, and a lack of knowledge, in this area. It is important to note that part of the assessment was actually performed before this practicum effort. Since I am responsible for the evaluation of each administrator it was already determined that a majority of my administrative staff not only lacked the competency in this area, but the confidence as well. This feedback was provided to me as the superintendent by informal means from members of the teaching staff as well as community members. It was important that this assessment not be a threat to the administrators but that they saw this as a means to improve their skills.

A good deal of preparation preceded the actual assessment for the practicum. Prior to deciding on the methods described below, I spent considerable time researching what might be available in this area and concluded that what follows was the best approach for the administrators in the Newington Public Schools.

Self Assessment: In reviewing the literature concerning the various skills required for supervision, it was determined that the section in the Nova University Supervision Manual, pages 51-64, could be used for this purpose. This particular instrument allows the individual administrator to assess the mastery level of specific skills in the area of supervision. It also provided me with an excellent guide for use as part of an individual conference. I adapted this self-assessment instrument, with the author's permission, to meet our own particular needs in the Newington School System. Basically I omitted the references to the various units contained in the Nova University Supervision Manual. A copy of this self-assessment, after modification, is included as Appendix B. on pages 52-26.

I discussed the purposes of the self-assessment with the administrative staff to determine the level of competencies possessed by each administrator and the total administrative staff. Each administrator completed the self-assessment and upon completion individual conferences

were then scheduled with me. It was at these conferences that a pattern of supervisory skills, possessed by the administrators, began to emerge. I was then able to determine which specific skills were lacking on an individual as well as a group basis.

Teachers' comments, complaints, and/or grievances: Another method employed in this practicum, to determine the level of competency in the area of supervision, was an informal assessment from the teaching staff. I selected actual teacher evaluation documents from previous years along with the number of grievances filed in the area of teacher evaluation and supervision.

Amount of time spent in supervision: I feel that a substantial amount of an administrator's time should be devoted to the supervision of staff. Therefore, it was particularly important to determine the amount of time spent in various aspects dealing with supervision at the beginning of the practicum, and again at its conclusion. I was able to use material and knowledge gained from the Nova University Supervision Manual dealing with time management. A simple means was devised to record an administrator's time for a two week period during the beginning phase of this practicum. I then conducted a similar sampling as a post review of time spent in the area of supervision.

In summary, the needs assessment consisted of a self-assessment for each individual administrator, a grouping of common skills required by the majority of the administrative staff, a study of the amount of time spent in the area of supervision, and feedback from the teaching staff.

Step II - Program Descriptions Used In The Practicum

The following section summarizes the program that was developed by me to treat the various problems highlighted by the needs assessment.

In order to address these problems I scheduled a series of three two-day workshops outside of our own locale. These workshops were designed specifically to introduce to the administrative staff various skills identified by the needs assessment to allow some time for practice. It was decided to engage consultants in the area of supervision as part of the workshops. I felt this important in that consultants have the added advantage of being able to diagnose staff member's need from an unbiased point of view. I also felt that consultants, who are nationally known in this field, would further emphasize the importance I placed on the need to improve our supervisory practices in the Newington Public Schools. My exposure through the Nova Program to several experts in the field enabled me to contact and obtain the services of

Dr. David Champagne from the University of Pittsburg to assist during the workshops. I was able to develop a series of activities, used during the workshops, with the assistance of the consultant. The series of activities used are contained in the Manual of Activities for the Improvement of Supervisory Skills, Appendix A.

In-between sessions: Realizing the limited exposure that the administrator receives at workshops, along with the actual practicing of new skills, an important component of our program was the in-between sessions. These sessions were conducted with the assistance of members of the administrative team who demonstrated an expertise in the various areas under study. These in-between sessions consisted of small groups of administrators who needed additional information, reinforcement, and actual practice on the job. I was able to play the role of teacher as well as observer during these in-between sessions. I was able to consult with the consultant when I encountered an extremely difficult situation. The option to seek assistance from other members of the administrative team was also available during the in-between sessions.

Step III - Data Collection Techniques Used In The Practicum

In order to assist members of the administrative staff to improve their skills, and to satisfy my requirements, a number of data collection techniques were developed. These included observations of each

member of the administrative staff by my two assistant superintendents or myself. Administrators were able to set up procedures that would provide feedback from their teaching staffs. A third component was to use the consultant on a day prior to a workshop to observe and work with individual administrators. I used audio and video tapes as a means of collecting data for analysis with administrators or the entire staff. Other reports were periodically provided by administration.

Step IV - Program Evaluation

In order to determine the degree to which the program achieved its objectives I employed a number of means to assess the administrator's degree of proficiency in applying the skills introduced during the year of the practicum.

The methods used included but were not limited to the following:

1. A survey was done to determine the number of supervisory conferences held before and after the practicum effort.
2. Data collection instruments developed and used by the administrators were shared with me and with the other administrators.
3. Evidence will exist in all schools that one or more models of supervision is in use.

4. A pre post sample of time spent on supervisory activities will be collected and comparisons made.
5. Final teacher evaluation documents for previous year and the year following the practicum effort were reviewed with emphasis on the written comments of the individual teachers.
6. Administrators were asked to develop written plans for the continued improvement of their supervisory skills beyond the limits of the practicum.

A key component will deal with how effective the administrators are in presenting to their staff what they have learned at the various workshops. This activity will be measured by:

- A. observation of administrators by the superintendent and assistant superintendents;
- B. reactions to the inservice program from the teaching staff.

In summary, the design of this program was basically to assess the supervisory needs of our administrators, to plan and carry out a sequence of activities to treat the needed areas of supervision; and to evaluate the effects of the practicum on individual administrators and the total school system.

SECTION V

ANALYSIS OF THE NEEDS ASSESSMENT

The analysis of the various methods employed during the Needs Assessment phase of the practicum will be dealt with separately in this section.

Self-Assessment Completed by Administrators

The results of using the Self-Assessment Instrument (adapted from the Nova University Supervision Manual, sample found in Appendix B, pages 52-56) are summarized in Table I below:

| | <u>High Degree</u> | <u>Minimum</u> | <u>Need Help</u> |
|--------------------------------------|--------------------|----------------|------------------|
| 1. Interpersonal | 18 | 2 | 4 |
| 2. Observation & Data Collection | 1 | 2 | 21 |
| 3. Conference | 4 | 3 | 17 |
| 4. Inservice Training | 17 | 5 | 2 |
| 5. Role Clarification & Goal Setting | 6 | 7 | 11 |
| 6. Problem Identification & Analysis | 15 | 7 | 2 |
| 7. Resource Identification | 20 | 3 | 1 |
| 8. Priority Setting | 22 | 2 | 0 |
| 9. Strategy Planning | 12 | 8 | 4 |
| 10. Implementation | 19 | 4 | 1 |

These results indicate that the administrative staff needed help in the following general areas:

1. observation and data collection
2. conference
3. role clarification and goal setting

In further analyzing these general categories of skills, there was a strong indication that Observations and Data Collection skills required improvement by the greatest number of administrators. Administrators indicated the need for considerable help in the designing of data collection instruments to use with their teachers. Of the total administrative staff ninety-five percent indicated that they lacked specific techniques for carrying out meaningful classroom observations and making honest, clear, concise observation reports.

An equally important need identified was to improve the various skills necessary to conduct meaningful and worthwhile conferences with members of the teaching staff. Without exception, the twenty-four administrators indicated the need for a conference model style and format. Further analysis of specific skills in the area of conferences indicate a lack of understanding as to the need for a conference preceding and following an observation in the classroom.

The skills for Role Clarification and Goal Setting were indicated by the assessment as needing improvement by eleven of the twenty-four administrators. These skills relate directly to understanding the role of supervision.

The other skill areas identified by the assessment show the need for some small group work to assist in the improvement of skills in supervision. The analysis also shows that ninety-five percent of the administrative staff felt that the identification of resources, setting of priorities, implementation, inservice training, and interpersonal skills were possessed to a high degree and do not require a great deal of attention by the group at this time.

Teachers' Comments, Complaints, Grievances

Another means used to determine the level of competency for administrators was to get feedback from the recipients of the supervisory activity, namely the teachers. I analyzed two areas that could be quantified. These are summarized in Table II and III.

| <u>TABLE II</u> | | | |
|---|----------------|----------------|----------------|
| <u>Number Of Written Grievances Filed</u> | | | |
| <u>By Teachers' Association Dealing</u> | | | |
| <u>With Supervision or Evaluation</u> | | | |
| <u>Year</u> | <u>1971-72</u> | <u>1972-73</u> | <u>1973-74</u> |
| <u>Number</u> | 4 | 6 | 7 |

| <u>TABLE III</u> | | | |
|---|----------------|----------------|----------------|
| <u>Number of Written Complaints, Inquiries, Concerns,</u> | | | |
| <u>Submitted by Teachers Dealing with Supervision or</u> | | | |
| <u>Evaluation</u> | | | |
| <u>Year</u> | <u>1971-72</u> | <u>1972-73</u> | <u>1973-74</u> |
| <u>Number</u> | 44 | 41 | 49 |

The grievances referred to in Table II dealt primarily with teachers and building administrators. Since the change from the check list to a more formal process for teacher evaluation, an increase of grievances is indicated. It should be noted that the grievances represented by this chart were ninety percent of the total number of grievances filed during those school years. My analysis showed:

1. the number was increasing;
2. corrective action was necessary to decrease the grievances.

I also analyzed the written complaints, inquiries, or concerns that were submitted by teachers to me and other administrators. The number of formalized concerns on the part of the teachers show a constant increase during the years surveyed in Table III. These written documents represent seventy-five percent of all written communications that may be categorized as complaints, inquiries, or concerns by teachers in the area of supervision. From a comparison of the data in Table II and III it was concluded that the teaching staff was not totally satisfied with the level of supervisory competency, on the amount of supervision received. A summary of the specific complaints may be categorized as follows:

- a. Principal is incompetent
- b. Too few visits to my room for any period of time
- c. The supervisor observes, smiles, leaves
- d. The teacher needs help but the principal does not know the subject taught.

Amount of Time Spent in Supervision

Following a two-week period in early October 1974 each administrator recorded the use of time on twelve categories of related job activities. The results were:

| | | | |
|--|-------|--|-------|
| 1. Individual Observation of Teacher/Classroom | - 12% | 7. Personal Planning by Myself | - 2% |
| 2. Individual Conference with Teachers | - 4% | 8. Meeting with District Personnel | - 6% |
| 3. Planning with Groups of Teachers | - 6% | 9. Planning Inservice | - 4% |
| 4. Writing Memos/Reports | - 15% | 10. Conference with Parents | - 7% |
| 5. Record Keeping | - 8% | 11. Conference or Meeting with or about Students | - 8% |
| 6. Telephone Calls | - 4% | 12. General Office Work | - 24% |

A sample of the method used may be found in Appendix C, pages 57-59.

An analysis of the results indicates that the administrators were spending fifty-one percent (51%) of their time on areas that could be categorized as administrivia. These are in the areas of general office work, record keeping, writing reports. Only twelve percent (12%) in actual classroom observations and a minimal amount (4%) in actual individual conferences with teachers concerning classroom instruction. In analyzing the remaining areas of a typical administrators day with teachers I found that the topics discussed were not related to the actual teaching of a lesson. These topics included housekeeping chores, such as -

- . room temperature
- . equipment was in need of repair
- . lack of supplies, etc.

From this analysis I concluded that if increased time was going to be spent in classroom observations, followed by meaningful conferences, it would be necessary to reduce, or reorganize, some of the "office time" for the various administrators, and provide training to improve the competencies.

Although this planned assessment was not intended to address all areas, I did gain the following data from the individual conference:

1. only forty percent of the administrative staff had any graduate courses dealing with the area of supervision;
2. none of the administrators had attended any workshops dealing with supervision on their own;
3. all of the administrators involved with the self-assessment and subsequent conference wanted to improve and learn new supervisory skills. I do not believe that this was just because of my role as Superintendent of Schools or the "boss man".

To summarize the results of this analysis concerning the Needs Assessment for the twenty-four administrators, I concluded that the areas for improvement were:

1. Observation and Data Collection
2. Conference
3. Models of Supervision

Also, the administrators' possessed to a high degree of competency interpersonal problem identification, resource identification, and the setting of priority skills. The treatment to be applied to improve the areas identified follows in the next section.

SECTION VI
PROGRAM DESCRIPTION

This section deals with a description of the activities used to improve supervisory skills identified by the needs assessment.

Workshops - November 1974

The first workshop was held in November 1974 and involved all of the administrative staff. The pre-planning included the site selection, length of workshops, topics to be included for study, and role of the consultant.

It was decided to spend the first morning on developing a concept for supervision and deal with the issues raised by each administrator. The teaching material developed for this session is in Appendix A, pages 3 - 17, entitled Conceptual Framework of Supervision. The format included a presentation by the consultant and myself. This was supplemented through the use of small group discussions. The following topics were included in this activity:

1. Douglas MacGregor's theories of management
2. Abraham Maslow's hierarchy of human needs
3. Application of MacGregor theories and the hierarchy of needs as put forth by Maslow
4. Relating the two theories to supervision of the schools

During the afternoon session the consultant taught a sequenced series of steps designed to improve the administrator's effectiveness in a one-to-one client conference. This presentation is outlined in Appendix A, pages 18-22. It was a large group activity requiring careful attention to the concerns of the group. This topic was a high priority for the administrators. I wanted to be sure that all concerns would be addressed by the consultant.

Following the introduction of this conference model, the next activity got the group into a more active role. Small groups were organized and given the following tasks:

1. to discover if each one understood the steps;
2. to generate sample statements for each step in the model.

My role was to work with one of the groups on this activity. My two assistant superintendents and the consultant worked with the others in small groups.

Towards the mid-point of this session we actually practiced the conference model. The directions and material for the activity are on pages 29-31 in Appendix A. Each group either simulated a situation or used a real situation. As the first practice session improved, the group went into the Discovering Patterns activity on Pages 32-33 in Appendix A. This was again done in small groups. At the end of the afternoon the entire group had an opportunity to

critique several audio tapes of conferences made during the date. It was essential to obtain a commitment from the administrators to do something with the skills after the workshops were over. By the close of the first day each administrator agreed to use the model with staff members and, if needed, would seek help from one another or me to further expand the use of these conference techniques and skills.

On the second day I reviewed and answered questions relative to the Concept of Supervision, or the Conference Model. The consultant played several supervisor/teacher conference audio tapes and allowed for group interaction. At mid-morning the group was introduced to the Classroom Observation and Data-Collection phase of the program found in Appendix A, pages 34-40. The purposes for this activity were:

- A. To develop a process for designing and using classroom observation forms;
- B. To become aware of the difference between data and inference, and collect data in classroom observations;
- C. To design some classroom observation instruments;
- D. To develop a process for sharing ideas about data collection, use and limitation with others.

The presentation was given by the consultant with considerable discussion by the entire group. The administrators had been asked to bring any data collection forms presently

being used. None had any formal instruments to share. I had developed a few samples and we used them for this activity. The group moved into the activity on pages 37-40, Appendix A, on Fact or Inference allowing for the development of small groups. Again I worked with one of these groups leading the activity. We did a great deal of role playing in small and large groups as suggested by the activity. The activities continued after a mid-day break using specific situations developed by the consultant and myself.

At the conclusion of this first workshop individual administrators committed themselves to continue practicing the skills introduced at the workshops.

In-Between Sessions

November 1974 - February 1975

The in-between sessions were designed to develop competencies in the use of the Conference Model and Data Collection Techniques. Each administrator agreed to conduct at least one conference during the first two weeks following the workshop. Using tape recorders, the conferences were taped with permission granted by the teachers. On four different days small groups of administrators listened and critiqued each others conference. This was usually followed

by another series of conferences being taped and critiqued.

I provided the administrators with additional data collection instruments, thereby helping the group begin developing their own instruments. The activity used with administrators may be found in Appendix A, pages 48-64, entitled Teacher, Student Movement.

This material was presented by me at small group meetings usually by level (elementary, middle, high schools). The format was similar to those of the workshops. First we began with a brief introduction followed by a practice session involving role playing, and finally a commitment for further practice. At one of the sessions we used a video tape of a conference between an administrator and teacher. We also made a video tape of a classroom situation to practice observation techniques.

Not all sessions were conducted by me. As the administrators became comfortable with the process they began to help each other. I began to sense the development of a more open feeling of mutual respect for each one's ability in these areas.

A summary of the in-between sessions is as follows:

| <u>Leader</u> | <u>Ward</u> | <u>Others</u> |
|-------------------------|-------------|---------------|
| Full group meetings | 4 | 0 |
| Small group | 12 | 8 |
| Individual/Observations | 15 | 9 |

Workshops - March 1975

In preparation for these next two day sessions, the following was accomplished at the request of the consultant:

- (a) administrators volunteered to prepare a video tape of a conference with a teacher;
- (b) one administrator volunteered with a teacher to video tape a classroom situation including a pre-conference and post-conference;
- (c) arrange for three observation classroom situations during the first morning of the scheduled workshops.

During the morning session we divided the group into elementary, middle, and high school levels for the classroom observations. Each administrator attended one of the three classes and was given a specific observation assignment. To prepare the staff and prior to the workshops, I introduced the material found in Appendix A, pages 65-71, on Self-Evaluation and Data Collection Techniques.

Following the morning observations the consultant reviewed the Activity on Observation of Task Groups in greater detail, Appendix A, pages 72-77. This activity allows for the creation of small groups. Here, again, my role was to lead a group through the activity. The consultant and assistant superintendents repeated the activity for others. The rest of the day, and part of the following morning, were spent on this activity in small and large group discussions with role playing.

The final activity was to review Data Collection/Observation Skills by the consultant and myself. The administrators also began to develop a further commitment to practice the skills at the conclusion of this workshop. In preparation for the final workshop scheduled for June, material from Activity XIII, Models of Supervision, pages 78-104, was distributed to the staff for study.

In-Between Session - April-May

I concentrated my efforts on the reinforcement of Observation Skills during the month of April. On two occasions small groups viewed, or listened to, some video or audio tapes dealing with the conference and observations skills. The administrators shared the new data-collection instruments with each other. I also observed or held a conference with each administrator that requested assistance. Many administrators were now more competent in these areas and I found them invaluable in supporting the program, with several administrators still feeling uncomfortable with the process.

The May in-between sessions were devoted to the assessment of each others performance. I reviewed the material distributed, which dealt with Models of Supervision, on several occasions by answering specific questions.

Workshop - June 1975

This one-day workshop was designed to concentrate on an effort to gain a better understanding of the various models of supervision, and to select, adapt, or apply aspects of the model which best fit the individual administrator's situation. The format was as follows:

1. introduction of each Model of Supervision;
2. group activities involving role playing;
3. commitment by each individual.

The group was divided into four teams. I was responsible for activities involving the Clinical Model; the consultant; Values Clarification; and the Assistant Superintendents had each taken Goal Oriented and Peer.

Each group spent part of the day working with each leader. By the middle of the afternoon all administrators appeared to have a basic understanding of each model. At the afternoon session it was agreed that the administrative staff would further discuss the models with their own staff. In addition, each administrator made a commitment to use one of the models or a combination during the next school year.

Follow-up Session - Summer 1975

With the pressures of operating schools relieved, the administrative staff held weekly discussions dealing with supervision. At these sessions I provided answers to

questions, and material or resources. I also conducted review activities for a few administrators. The time was also spent in developing inservice activities for the teaching staff during the fall of 1975.

In summary, the treatment required to meet the needs of the administrators were:

- A. developing activities in the identified areas of need;
- B. conducting active workshops;
- C. providing for in-between helping sessions;
- D. providing assistance on an individual basis where needed;
- E. reinforcing skills.

SECTION VII
EVALUATION OF THE PRACTICUM EFFORTS

The following section deals with the evaluation of this practicum. The long range evaluation will be the continued amount of training provided by the school system, and each administrator. The specific evaluation developed for this practicum is as follows:

Supervisory Conferences

The issue of conferences was treated extensively during the workshop phase of the practicum. Prior to the beginning of the practicum I determined the number of conferences each administrator held with a teacher that dealt with supervision. Following the training sessions I again determined the number being held. A summary of a random sampling is as follows:

| TABLE IV | | | | | |
|--|---|--------------------------------|------------------------------|----------------|----------------|
| Random Sampling of the Number of Conferences Administrators Held with Teachers Concerning Supervision/Evaluation | | | | | |
| <u>Administrator</u> | | <u>Teachers Supervised</u> | <u>Number of Conferences</u> | | |
| | | | <u>1972-73</u> | <u>1973-73</u> | <u>1974-75</u> |
| Elementary Principal | A | 22 | 7 | 9 | 21 |
| Elementary Principal | B | 18 | 4 | 7 | 28 |
| Middle School Principal | G | 30 | 14 | 12 | 36 |
| Middle School Principal | I | 34 | 11 | 9 | 38 |
| High School Principal | K | 50 | 13 | 9 | 41 |
| Program Supervisor | O | 15 | 7 | 7 | 26 |
| Program Supervisor | R | 25 | 2 | 3 | 15 |
| | | | <u>58</u> | <u>56</u> | <u>205</u> |

This sampling shows a 73% increase in the number of conferences from the previous year. Further analysis showed that following the first workshops held in November there was a steady application of the conference model used throughout the school system. Not only did the number of conferences increase but the quality as well. During the latter part of the school year administrators surveyed their staffs to determine the affects of the conference. A summary of the responses are:

- 85% were very satisfied with conferences and found them helpful;
- 12% were satisfied with conferences and found them somewhat helpful;
- 3% expressed little or no change in the need for conferences.

In assessing the impact of the workshops dealing with the conference model I observed over fifty individual conferences, listened to as many audio tapes and am satisfied with the performance of the administrative staff.

Data Collection Instruments

When the practicum project began no administrator had any data collection instruments. As a result of the activities presented at the workshops dealing with this phase, each administrator had at least two instruments. Samples of the instruments are found in Appendix D, pages 60-61. These and other instruments were reproduced and are now being used in the system. As of this date we have fifty-four different instruments for gathering data from classroom observations.

Use of Supervisory Model

One of the desired results of this practicum effort was the application of a supervisory model by each administrator. During the month of August 1975 the Management Objective for the next school year were mutually agreed to by myself, the assistant superintendents, and each administrator. All of the administrators selected the use of one or a combination of the supervisory models. A summary of the selection follows:

| <u>Model of Supervision</u> | <u>Number of Administrators Selected to Use During 1975-76 School Year</u> |
|-----------------------------|--|
| Clinical | 3 |
| Peer | 5 |
| Goal Oriented | 6 |
| Value Clarification | 2 |
| *Combination | 8 |
| Total | <u>24</u> |

*Combination - Upon analyzing the choices one finds that the administrator selected parts from the clinical and goal oriented models.

Samples of management objectives concerning the use of a supervisory model are in Appendix E, pages 62-63.

Although it is too early to draw any specific conclusions as to the individual administrator's success with the chosen model I am confident that with time and practice on the part of the administrative staff, a high degree of competency will be realized.

Amount of Time

A time study was conducted at the beginning of the practicum in October 1974. The results were reported on page 26 of this report. During a two week period in May 1975 each administrator repeated the process of recording time. The results were as follows:

TABLE V
Results of Time Study for Administrators

| Activities | Percent of Time | | |
|--|-----------------|-------------|------------|
| | Oct. 1974 | May 1975 | Difference |
| 1. Individual Observation of Teacher/Classroom | 12% | 24% | +12% |
| 2. Individual Conference with teachers | 4% | 15% | +11% |
| 3. Planning with Groups of Teachers | 6% | 10% | + 4% |
| 4. Writing Memos/Reports | 15% | 8% | - 7% |
| 5. Record Keeping | 8% | 3% | - 5% |
| 6. Telephone Calls | 4% | 5% | + 1% |
| 7. Personnel Planning by Myself | 2% | 2% | |
| 8. Meeting with District Personnel | 6% | 2% | - 4% |
| 9. Planning Inservice | 4% | 5% | + 1% |
| 10. Conference with Parents | 7% | 7% | |
| 11. Conference or Meeting with or About Students | 8% | 8% | |
| 12. General Office Work | 24% | 15% | - 9% |

The results dramatically show the effects of this practicum project. The amount of time being spent on observations, conferences, and planning with teachers had more than doubled. A review of the chart indicates that the reduction on activities such as record-keeping, general office work, writing reports, and district meetings contributed to the increases in the priority areas.

It should be noted that each administrator in the late fall held building level workshops with the clerical staff to reallocate some tasks. In addition, several workshops were held by the central office team to assist building level operations to reduce the paper work requirements.

Again, as the chief school officer I was completely satisfied with the results of this reallocation of time.

Teacher Evaluation Documents

An analysis of the Staff Appraisals was accomplished for two years. I studied the final reports relative to the number and type of comments made by teachers. The 1974 Teacher Evaluation Reports, covering the school year 1973-74 results, are displayed on the following table:

TABLE VI

Results of Analysis of Staff Evaluation
 Reports (School Year 1973-74) June 1974

| | Elem. | Middle | High School | Special Instructional & Supportive Service | Total |
|--|-------|--------|----------------|---|-------|
| Administrators Participating | 6 | 4 | 4 | 6 | 20 |
| Number of Evaluations | 98 | 48 | 52 | 94 | 292 |
| Number of Teacher Comments | 86 | 45 | 12 | 75 | 218 |
| Comments Generally Positive of Supervisory Process | 20 | 21 | 2 | 14 | 57 |
| Comments Generally Negative of the Supervisory Process | 66 | 24 | 10 | 61 | 161 |

An important statistic from my analysis revealed that of the 218 teachers that made a comment on the supervisory process, one hundred and sixty-one (161) were negative in nature.

A similar analysis was done using the Staff Appraisal reports completed in June 1975 for the school year 1974-75. The results are as follows:

TABLE VII

Results of Analysis of Staff Evaluation
Reports (School Year 1973-74) June 1975

| | Elem. | Middle | High School | Special Instructional & Supportive Service | Total |
|--|-------|--------|----------------|---|-------|
| Administrators Participating | 6 | 4 | 4 | 6 | 20 |
| Number of Evaluations | 94 | 48 | 52 | 94 | 288 |
| Number of Teacher Comments | 86 | 45 | 12 | 75 | 218 |
| Comments Generally Positive of Supervisory Process | 84 | 41 | 12 | 66 | 203 |
| Comments Generally Negative of the Supervisory Process | 2 | 4 | - | 9 | 15 |

I drew the following conclusions from a comparison of the two analysis:

1. the same number of teachers made comments for both years - 218;
2. a decrease in the number of negative comments from 161 (1973-74) to 15 (1974-75);
3. an increase in the number of positive comments from 47 (1973-74) to 203 (1974-75);
4. the application of a program designed to improve supervisory skills for administrators was having a positive effect on the teaching staffs.

Samples of positive comments taken from the Teacher Evaluation Reports are contained in Appendix F, on page 64.

Grievances/Complaints

Closely related to the positive comments obtained from

the Teacher Evaluation reports was the analysis of grievances filed by the teacher association members and written complaints submitted to me and other administrators.

During the needs assessment phase of this practicum a study was conducted in these areas. The results were displayed on page 24 of this report. The following represents the results from the 1974-75 school year:

TABLE VIII

| Number of Written Grievances Filed by Teachers' Association Dealing with Supervision or Evaluation | | | | |
|--|----------------|----------------|----------------|----------------|
| Year | <u>1971-72</u> | <u>1972-73</u> | <u>1973-74</u> | <u>1974-75</u> |
| Number | 4 | 6 | 7 | 1 |

TABLE IX

| Number of Written Complaints, Inquiries, Concerns Submitted by Teachers Dealing with Supervision or Evaluation | | | | |
|--|----------------|----------------|----------------|----------------|
| Year | <u>1971-72</u> | <u>1972-73</u> | <u>1973-74</u> | <u>1974-75</u> |
| Number | 44 | 41 | 49 | 14 |

The data clearly indicates a reduction in both of the above categories. The number of grievances reduced by 75% and written complaints by 68% over the previous year.

Administrator's Plan for Continued Commitment

Each administrator was given the opportunity to develop

a plan that would provide for a continued commitment to improve supervisory skills. The plans were submitted to me during the summer of 1975. The major components of each plan included the following:

1. areas identified by the self-assessment with a narrative by the administrator as to the progress made during the past year;
2. the activities undertaken during the year on their own;
3. group activities conducted by the administrator with their own staffs;
4. specific results which were achieved by these activities;
5. individual commitments and assistance that would be necessary.

An example of a plan is found in Appendix G, on pages 65-68. After reviewing all of the submitted plans I was satisfied that the areas mentioned above were included.

The following list represents the areas which included the most in the plans:

- A. Identification of biases and values about "good" teaching;
- B. Making justified inferences from observation data;
- C. Develop a clear rationale connecting change goals, one to one supervision, inservice training, and values clarification;
- D. Planning, organizing, conducting, and evaluating inservice training sessions;
- E. The establishing of a supportive atmosphere among professional staff to share and implement skills developed during this year.

Individual Activities

1. Use of 12 step conference model
2. Development and use of data collection instrument
3. Use of a modified Clinical Model for supervision
4. Further critical readings of literature on educational supervision
5. Diagnose the needs of my own staff for inservice

Group Activities

1. Conference Model
2. Observation and Data Collection
3. Rationale for Supervision vs Evaluation
4. Developing More Trust With Staff Members

Results of Activities

Each teacher had an opportunity to indicate on a survey their feelings about the activities conducted by the administrators. The results were as follows:

- A. To what degree do you feel the supervisory models can be applied by you in the classroom for the improvement of instruction?

| | |
|-----|----------------|
| 95 | a great degree |
| 223 | a good degree |
| 62 | some degree |
| 0 | a little |
| 2 | not at all |

- B. In the supervisory process, given a choice, rank order the four models according to your preference.

| | | | | |
|---------------------------|------------|--|---|---|
| Peer Supervision | <u>17</u> | Selected this as their first or second choice. | | |
| Value Clarification | <u>175</u> | " | " | " |
| Clinical Supervision | <u>78</u> | " | " | " |
| Goal Oriented Supervision | <u>202</u> | " | " | " |

- C. To what degree do you feel you were given an opportunity to identify or express your needs and opinions today?

| | |
|------------|----------------|
| <u>303</u> | a great degree |
| <u>89</u> | a good degree |
| <u>0</u> | a little |
| <u>0</u> | not at all |

- D. To what degree do you feel you understand the objectives of these inservice programs either stated or implied?

| | |
|------------|----------------|
| <u>114</u> | a great degree |
| <u>221</u> | a good degree |
| <u>57</u> | some degree |
| <u>0</u> | a little |
| <u>0</u> | not at all |

- E. To what degree do you support the four models of supervision as a vehicle for professional improvement?

| | |
|------------|----------------|
| <u>146</u> | a great degree |
| <u>159</u> | a good degree |
| <u>72</u> | some degree |
| <u>15</u> | a little |
| <u>0</u> | not at all |

Individual Commitments

The plans included the following:

1. Use of one model of supervision during the next school year;
2. Continued use of the conference techniques;
3. Refinement of the data collection and classroom observation techniques;
4. Exploration of the other models for supervision.

The majority of teachers responding to the survey reacted positively to the activities presented by the administrators.

In summary, based on the specific areas evaluated, it is my judgment that the stated objectives for the practicum were adequately met.

SECTION VIII

IMPLICATIONS FOR NEWINGTON AND OTHER DISTRICTS

The various activities developed and used during the past school year in the Newington Public Schools will have long range implications. The involvement of the administrators in identifying and recognizing a need to improve supervisory skills, development of activities to improve these skills and evaluation all contributed to an improvement in the performance of the administrative staff.

It was the first time the staff identified a problem and worked together to find a solution. There has been a marked improvement in teacher-administrator relations both on the school and district level. The teachers and administrators now feel less threatened by the supervisory process. Teachers are beginning to recognize the improvement in their respective administrators.

The administrative staff has moved closer to functioning as a team. Each more willing to share and seek help to further improve the supervisory skills. The process has also developed a cadre of administrators that are now able to train others. Since beginning the practicum we have made presentations to groups of administrators from other towns. The activities used in Newington have been shared

with the twenty-eight member towns of the Capitol Region Education Council (see Appendix I page 70.) At a national conference held in New York City, I had an opportunity to present the training program and results before 100 school districts from throughout the entire country. To date I have received requests from eleven districts for material and further information. A team of administrators from our district conducted one and two day workshops in three Connecticut districts. I have also shared the process with Hartford area superintendents of schools and offered to assist in organizing local workshops. As of this writing, I have been directly involved in organizing workshops for two districts.

As I look to the future from my position as Superincendent of Schools, I can see other implications from this practicum effort.

1. Administrators will be willing to work in a similar manner on other problems in the district.
2. Support from the Board of Education for adequate resources to continue on-the-job training for the staff as a result of the success of this effort.
3. Recognition by other school systems that Newington has taken a leadership role in this area.

SELF-ASSESSMENT

SKILL

| | <u>High Degree</u> | <u>Minimum</u> | <u>Needs Help</u> |
|---|--------------------|----------------|-------------------|
| A. <u>Interpersonal</u> | | | |
| 1. Organizing task groups | _____ | _____ | _____ |
| 2. Help Task groups set goals | _____ | _____ | _____ |
| 3. Analyze the processes of task groups | _____ | _____ | _____ |
| 4. Summarize progress & process of task groups | _____ | _____ | _____ |
| 5. Delegate responsibility in groups | _____ | _____ | _____ |
| 6. Accept & perform different roles in a group | _____ | _____ | _____ |
| 7. Contribute ideas to groups | _____ | _____ | _____ |
| 8. Seek and share information for effective functioning of groups | _____ | _____ | _____ |
| 9. Confront groups & individuals in groups when necessary | _____ | _____ | _____ |
| 10. Develop accurate assessments of others perceptions of me | _____ | _____ | _____ |
| 11. Elicit in non-threatening ways, others perceptions in me | _____ | _____ | _____ |
| 12. Develop confidence in me on the part of others | _____ | _____ | _____ |
| 13. Allow others to feel at ease with me | _____ | _____ | _____ |
| 14. Seek commitments to action | _____ | _____ | _____ |
| 15. Being honest in my communications | _____ | _____ | _____ |
| 16. Confront inconsistencies without causing negative reactions | _____ | _____ | _____ |
| 17. Evaluating my own communicating behaviors against my value system | _____ | _____ | _____ |
| B. <u>Observation & Data Collection Competencies</u> | | | |
| 1. Identifying various data collection techniques | _____ | _____ | _____ |



High Degree

Minimum

Needs Help

- 2. Selecting data collection techniques for observations
- 3. Designing data collection instruments with teachers
- 4. Designing and using appropriate observation strategies for data collection
- 5. Teaching data collection and observation skills to teachers and other supervisory personnel
- 6. Making justified inferences from observation data
- 7. Writing honest, meaningful and non-abrasive observation reports
- 8. Identifying my own biases and values about good teaching

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

C. Conference

- 1. Be able to state a rationale for supervising conferences
- 2. Use a conference style and format which is nonpunitive to supervisors
- 3. Use a conference strategy which includes goal setting data presentation, strategy development, clear decision making and evaluation procedures
- 4. Adapt the strategy and language pattern of conferences to identified needs and expectations of supervisors
- 5. Analyze my own and other supervisory interactions
- 6. Develop a willingness to confront

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

APPENDIX B



| | | | |
|---|-------|-------|-------|
| 7. Identify my own motivations for and rewards from supervision | _____ | _____ | _____ |
| 8. Develop perceived helpful relationships with supervisors | _____ | _____ | _____ |
| 9. Discuss with supervisors processes and negotiate a process they are comfortable with | _____ | _____ | _____ |
| <u>D. In-Service Training</u> | | | |
| 1. Identify the supervisor role in in-service programs | _____ | _____ | _____ |
| 2. Plan, organize and evaluate in-service sessions | _____ | _____ | _____ |
| 3. Diagnose needs of professional staff for in-service training | _____ | _____ | _____ |
| 4. Establish a supportive atmosphere among staff to share and implement skills | _____ | _____ | _____ |
| <u>E. Role Clarification and Goal Setting</u> | | | |
| 1. Conceptualize your role, define necessary skills, and develop and use these skills | _____ | _____ | _____ |
| 2. Define and commit adequate resources to provide the supervisory roles you feel necessary | _____ | _____ | _____ |
| <u>F. Problems Identification and Analysis</u> | | | |
| 1. Establish criteria for selection of a problem | _____ | _____ | _____ |
| 2. Identify major problems within area of responsibility | _____ | _____ | _____ |
| 3. Collecting data which clarifies problems | _____ | _____ | _____ |
| 4. Stating problems in ways which allow analysis | _____ | _____ | _____ |

| | <u>High Degree</u> | <u>Minimum</u> | <u>Needs Help</u> |
|--|--------------------|----------------|-------------------|
| 5. Analyzing forces which relate to problems | _____ | _____ | _____ |
| 6. Establishing clear rationale for problem selection | _____ | _____ | _____ |
| G. <u>Resource Identification</u> | | | |
| 1. Identifying those people who have a stake in the problem | _____ | _____ | _____ |
| 2. Analyzing the decision making process | _____ | _____ | _____ |
| 3. Conducting planning sessions that explore possible resources | _____ | _____ | _____ |
| 4. Identifying available resources | _____ | _____ | _____ |
| H. <u>Priority Setting</u> | | | |
| 1. Selecting among possible problems by establishing priorities | _____ | _____ | _____ |
| 2. Writing clear program goals consistent with selected priorities | _____ | _____ | _____ |
| I. <u>Strategy Planning</u> | | | |
| 1. Developing alternative strategies for problem solution | _____ | _____ | _____ |
| 2. Identifying resources available for various strategies | _____ | _____ | _____ |
| 3. Using some analysis techniques to identify strengths & weaknesses | _____ | _____ | _____ |
| 4. Selecting the best strategy | _____ | _____ | _____ |
| 5. Organizing the implementation of the change strategy | _____ | _____ | _____ |
| J. <u>Implementation</u> | | | |
| 1. Develop an ordered step by step implementation strategy | _____ | _____ | _____ |
| 2. Identify persons needed in the implementation efforts | _____ | _____ | _____ |

APPENDIX B



| | <u>High Degree</u> | <u>Minimum</u> | <u>Needs Help</u> |
|---|------------------------|----------------|-------------------|
| 3. Provide regular information | _____ | _____ | _____ |
| 4. Identifying needed skills of persons involved in the change effort | _____ | _____ | _____ |
| 5. Develop a communication system to inform others; to give feedback | _____ | _____ | _____ |
| 6. Develop criteria for successful implementation of each step in a plan | _____ | _____ | _____ |

APPENDIX B

| | | |
|---|---|---|
| 8:00 | 10:40 Filled out forms for homebound | 1:20 Discussed P.O. status with secretary |
| 8:10 Arrived at school | 10:50 inst case | 1:30 |
| 8:20 General Office | 11:00 Read mail General Office duties | 1:40 Had coffee |
| 8:30 Pre-observation Conference with | 11:10 | 1:50 Reviewed data for post-conf. |
| 8:40 Kathryn Wilson | 11:20 | 2:00 with Miss Wilson |
| 8:50 | 11:30 Observed the Cafeteria at the | 2:10 Post conference with Kathryn |
| 9:00 Walked to Center School Annex | 11:40 Annex | 2:20 Wilson |
| 9:10 Observation of math lesson in | 11:50 | 2:30 |
| 9:20 Kathryn Wilson's classroom | 12:00 Walked to the main building - | 2:40 Worked on evaluation of |
| 9:30 | 12:10 had lunch | 2:50 Judy Wallace |
| 9:40 Conference with Scott S. concerning | 12:20 | 3:00 |
| 9:50 cafeteria behavior | 12:30 Observation of Reading lesson in Kathryn Wilson's | 3:10 |
| 10:00 Met with D Cleland re: Psych. Exam status | 12:40 Classroom | 3:20 |
| 10:10 | 12:50 | 3:30 Post conference with Kathleen |
| 10:20 Talked with Dino Costilani #01 | 1:00 General office | 3:40 Wilson |
| 10:30 Talked with Beth Cittere re: HBI | 1:10 | 3:50 |

APPENDIX C

| | | |
|---|---|---|
| 8:00 Arrived at school | 10:40 Returned to Center District | 1:20 Returned to Center Dist. (main building) |
| 8:10 General office | 10:50 Called SCSA - Talked with Dr. Ross | 1:30 Talked with S. Cocchiolone: HBI |
| 8:20 | 11:00 Orlando re. Ind. Instruction | 1:40 Prepared materials for |
| 8:30 Talked with Mrs Tanguay re: days - | 11:10 Read inter school mail | 1:50 Parent advisory group meeting |
| 8:40 appointment | 11:20 | 2:00 Met with parent advisory committee |
| 8:50 Left for meeting at Town Hall | 11:30 Evaluation conference with Juky Wallace | 2:10 |
| 9:00 Met with Mr. Ward & Polini re: | 11:40 | 2:20 |
| 9:10 Individualized Instruction Comm | 11:50 | 2:30 |
| 9:20 | 12:00 Lunch | 2:40 |
| 9:30 | 12:10 | 2:50 |
| 9:40 | 12:20 Met with Pig Tanguay re: Typing of evaluations. Prep = creation of Monday | 3:00 |
| 1:50 | 12:30 | 3:10 |
| 0:00 | 12:40 Morning memos. | 3:20 General office |
| 0:10 | 12:50 Walked to town hall | 3:30 |
| 0:20 | 1:00 Met with Jo Bajewski re: Ind. Ed. Comm. | 3:40 Left for home |
| 0:30 | 1:10 Met with Irene Barton re: Ind Ed. Comm. | 3:50 |



| | | |
|---|---|---|
| 8:00 | 10:10 Walked to main building | 10:10 Walked to annex |
| 8:10 Arrived at annex | 10:50 Post conference with Joyce Atcheson | 10:15 Observation (Spelling lesson) Kathleen Wilson |
| 8:20 Pre-conference with Joyce Atcheson | 11:00 | |
| 8:30 | 11:10 | |
| 8:40 | 11:20 Read interschool mail | 10:40 Pre-conference with Kathryn Wilson |
| 8:50 Walked to main building | 11:30 | |
| 9:00 Pre-conference with Kathleen Wilson | 11:40 Prepared agenda for staff meeting | |
| 9:10 | 11:50 | 10:50 Signed forms for teacher observation report and time slips for H.B.I. |
| 9:20 | 12:00 Lunch | 10:45 Proof read Monday Morning Memo |
| 9:30 Spoke with Mr. Flood re Building Permit | 12:10 | 11:00 Had coffee |
| 9:40 Called E. Palone re: Ind. Ed. Comm. | 12:20 Observed 3rd graders in cafeteria | 11:10 Walked to annex |
| 9:50 Had coffee in teacher's room | 12:30 | 11:20 Post conference with Kathleen Wilson |
| 10:00 Walked to annex | 12:40 Called Leonard Sign Co re: Status of P.O. | 11:30 |
| 10:10 Observation (English lesson) Joyce Atcheson | 12:50 Met with Mrs. Tanquary to write Monday morning memo | 11:40 |
| 10:20 | 1:00 | 11:50 |
| 10:30 | 1:10 | 12:00 |

APPENDIX C



Teacher _____

Date _____

Time _____

No. _____

Subject _____

Specifies _____

| 10 | 20 | 30 | 40 | 50 | 60 | Minutes | 10 | 20 | 30 | 40 | 50 | 60 |
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REMARKS

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SAMPLE GOAL ORIENTED CHECKLIST

Date _____

NAME _____

GOAL I - It is my goal to make each student feel successful in this class:

Behaviors supporting Goal I:

Yes

Today I used each student's name at least once. _____

Today I gave praise to each student about something he/she said or did related to the class objectives. _____

Today I had eye contact with each student in the class at least once. _____

Today almost every student mastered at least one learning task in this class. _____

Today some student who was not successful yesterday made progress toward mastery of a skill or attitude. _____

GOAL II - It is my goal to give each student some actual practice in the skills and attitudes being learned here.

1. Today every student had at least five minutes individual practice working on some skill or attitude. _____

2. Today at least 80% of the students got some feedback from me on their performance of the tasks they were doing. _____

3. Today more than half the students had some opportunity to assist others in the group in learning some skill we were working on. _____

4. Today some student volunteered a new way to work on a skill or attitude(s) he/she was learning. _____

COMMENTS (These may include: procedures to get more complete mastery of the checklist; other statements which might be added to the checklist; new directions you wish to go; or statements of your feelings about the day.)

ADMINISTRATIVE PERFORMANCE OBJECTIVES

1975-76
year

Norman J. Schmitt
Appraiser

Appraisee

| OBJECTIVE | PROCEDURE AND CRITERIA For Measurement | EXPECTED OUTCOMES |
|--|--|--|
| <p>I. To improve my supervisory skills in general with specific emphasis on clinical and peer supervision.</p> | <p><u>PROCEDURES</u></p> <p>a. By being a contributing member of the administrative committee working on the expansion and refinement of supervisory skills as a systemwide objective.</p> <p>b. By noting and putting to use suggestions and information shared at administrative council meetings.</p> <p>c. By seeking the advice and help of my evaluator and individual principals who have more experience than I.</p> <p>d. By attempting to equalize my observations and supervisory time as much as possible among the staff - realizing a given situation may demand much more time and attention than the average.</p> <p><u>CRITERIA</u></p> <p>a. Teachers' response to year's supervisory experience by means of a questionnaire which they will determine as being relevant, meaningful questions regarding supervision.</p> <p>b. Comments expressed either verbally or in writing during final supervisory post conference.</p> | <p>a. Increased confidence personally in being helpful to teachers.</p> <p>b. Improved confidence among staff members regarding my ability and desire to help them.</p> <p>c. Increased awareness by staff members of the importance and benefits of cooperative supervision.</p> <p>d. Improvement of instruction at all levels verified by specific examples written down during the year or presented verbally during final conference.</p> |

NEWINGTON PUBLIC SCHOOLS

ADMINISTRATIVE PERFORMANCE OBJECTIVES

1975 - 1976

Year

William P. Ward

Appraiser

Appraisee

| Objective | Procedure and Criteria for Measurement | Expected Outcomes |
|---|--|---|
| <p>2. The supervisory skills and processes discussed at the administrative workshops conducted during the past year will be practiced at CenterDistrict School.</p> | <p>Five staff members will be selected for in-depth evaluations.</p> <p>This group will be inserviced in the fall as to the four supervisory methods discussed at the administrative inservice programs.</p> <p>Individual teachers in the in-depth group will be asked to identify one of these approaches to supervision as one of their own objectives for the year.</p> <p>The processes selected will be practiced with these five staff members.</p> <p>Interim progress reports describing the method and advantages and disadvantages will be given at various faculty meetings during the school year.</p> <p>Each participant will be asked to evaluate the method of supervision chosen for its practicality, helpfulness, and value.</p> <p>These reports will be written and submitted to the evaluator (Mr. Ward) and shared orally with the Center District staff and the Administrative Council.</p> | <p>1. The staff will have a good understanding of the methods of supervision available for improvement of performance.</p> <p>2. A healthy attitude toward the separation of supervision and evaluation will be developed among the participants.</p> |

SAMPLES OF TEACHER COMMENTS FROM
FINAL TEACHER EVALUATION REPORTS

"The worksheet that Miss Clark and I used as part of my evaluation had importance for me because it assisted both of us in pin-pointing areas for further consideration in the development of my education career."

"I feel my evaluation was thought-provoking and enlightening. I especially appreciate the opportunity to get together with my principal and share insights. I feel certain our mutual exchange of ideas and its resulting constructive criticism will better enable me to improve my professional performance and continue my academic growth."

"This in-depth evaluation has been very self-satisfying and extremely worthwhile. I have done a good deal of soul-searching and rearranging of my priorities."

"I feel that my evaluation has been a very extensive and fair evaluation. Looking at oneself and judging is harder than having another judge, hence, the discussion held regarding the various issues was very worthwhile and enlightening."

"The evaluation is a just and fair one. The evaluatee has a chance to discuss with the evaluator his weak and strong points."

"The goal of the evaluation is to improve instruction, and I feel that the results of this instrument will help to do just that. The number of hours my principal spent with me and with other teachers in observation and discussion is to be commended. I certainly could not hope for a more helpful or caring principal."

"Mr. McCain has given my invaluable direction in formulating and carrying through my performance objectives. I appreciate his thoroughness in explaining this evaluation to me and his willingness to listen to my differences of opinion. The time spent has improved my effectiveness as a teacher."

"I appreciate the amount of effort Mr. McCain has exerted in conscientiously considering each item as it applies to me personally. I believe he has been most kind and understanding. At last humanism has a place in the teaching criteria."

APPENDIX F

DATE: December 9, 1975

TO: William P. Ward, Superintendent

FROM: Assistant Principal, Martin Kellogg

SUBJECT: Report on Supervisory Skills

I. Areas Identified for Improvement through Needs Assessment

Supervision had reached a point where I was meeting the requirements, but the amount of help I was able to give was limited. Most of the staff were professional, experienced teachers with proven abilities. A good foundation of trust and respect had already been established. It was now time for me, as a supervisor, to become more skillful. The areas in which I felt a need for in-service included ways to make my pre and post conferencing more productive, ways to collect valuable, worthwhile data that would be useful and desirable for the teacher, and ways to make supervision an ongoing, daily activity and not a limited procedure directly associated with evaluation. I considered myself very lucky to have such a positive relationship with the staff. It would definitely be an advantage in attempting to make the goal of ongoing supervision a feasible alternative to what was primarily evaluation.

II. Group activities that have contributed to improving these areas

The structure of the administrative supervision workshops was good, in that it provided me with the type of training I would need to foster this ongoing supervision atmosphere. Our first session laid the foundation of the needs of individuals (MacGregor's) and the management theories (X and Y). We learned the conferencing format suggested by you.

I found the eleven steps workable and enjoyed the opportunity to actually use the steps with fellow administrators. The assistance, or feedback, from the group was definitely beneficial. Developing a helper relationship among the group of administrators throughout the entire three-day period proved to be a beginning to an atmosphere that would continue and be extremely valuable in the year to come. For me, I learned just enough to begin using the format I had just acquired. The introduction of paraphrasing, perception checking, clarification, and confrontation questions all proved to be usable. I think we left North Hampton with enough to begin. It was valuable for me to talk with other supervisors as I was trying to make the conferencing model part of my plan. I received some good ideas and reactions from other administrators while discussing these topics informally from time to time. Our March meeting in Newington, of actually observing administrators during their pre conference, participation in the observation, and observing the post conference session, was enlightening. In the end, I found it extremely valuable to question the teacher involved, as to how he felt the administrator was using techniques we had just learned. That type of gut reaction from a teacher is not always available in a true pre and post conference situation. The session later developed into a good exchange of ideas and the different roles of building administrators and systemwide supervisors in the supervision and evaluation process here in Newington. It sure opened a lot of avenues and encouraged the mutual exchange of ideas on the subject. In reality, this was further evidence of the closeness of the entire administrative team on these topics of evaluation and supervision.

APPENDIX G

Our June in-service gave us an opportunity to prepare and experience an actual presentation of our new skills to our staff. It was extremely valuable to see it help fellow administrators make a presentation. I certainly learned things I wanted to do and things I did not want to do when presenting this type of material to the staff in our building. Many small group sessions among administrators were the result of this workshop. The time was very well spent.

III. Individual activities you have undertaken during the year

For me, I spent the year 1974-1975 working with staff members on an individual basis, attempting to obtain definite areas in which I could give assistance to them. Beginning in September, 1975, I set an objective for myself to have at least 50% of the teachers I supervised regularly involved in a limited degree of peer supervision. I felt the trust level was high enough to begin to encourage this development. We met individually and as departments or teams to discuss how we could share our strong points with each other. This resulted in teachers observing other teachers' activities, afterschool rap sessions, and the beginning of peer supervision teams. On our November in-service program, twenty-four staff members voluntarily chose to learn more about peer supervision. Some had already formed teams and were involved in specific areas, such as helping a fellow teacher to deal with various intellectual abilities in a classroom, helping a fellow teacher to accept criticism of a program, and helping a fellow teacher to accurately ascertain the degree of understanding of material from a given class period. Of course, the peer teams ranged from very involved to barely involved, but the willingness on the part of the staff was a true indication of the trust level and better feeling about supervision that had developed through the past year.

IV. The specific results which have been achieved by these activities

The staff in general is finding many more reasons to invite me into their classroom. They are giving me more direction on my visits, specific things to watch, and are anxious to see the results of these visits. In addition to my work with the staff in the building, I find a much more open exchange of feelings among fellow administrators. This sharing has helped me to assist teachers. I have not seen definite results of the peer supervision teams, because they have just begun to function, but it is very evident that the willingness on the part of the staff to become involved in these activities is much greater than three years ago when I first began as an administrator in this building.

V. Evidence received from staff to support this change

My first real measurement of success with using the new techniques of supervision, especially conferencing and collection of data, was evident at the end of last year during my final conferences with staff members. Following are some comments voluntarily included in the comment section of various teachers' Appraisal of Professional Performance. I in no way encouraged this type of reaction, but I do feel it is supportive of the new techniques which I began using last year. Teachers stated:

APPENDIX G

"I've found Mr. Perlini very helpful with ideas and methods for the betterment of my classroom situation."

"My evaluation was a fair and just one."

"With the help of Mr. Perlini and some of my fellow teachers, I have been able to focus on my weak areas and my improvement has been immensely facilitated by this help."

"I appreciate the opportunity to get together with Mr. Perlini during these evaluations. They are always enlightening and helpful to me."

"I am pleased with this school year."

"It has been enjoyable for me."

"I am pleased by the results."

"I agree with the comments made by the administrator in this evaluation."

"I would like to comment on how much I appreciate the ideas, assistance, and support that my administrators afford me."

"I have found my meetings with Mr. Perlini and his classroom observations very helpful in discussing my strengths and weaknesses, and hopefully improving my teaching abilities. Mr. Perlini has always been available with help and suggestions and a very positive attitude."

Further evidence of the degree of comfort and understanding by the staff with Newington's model supervision is apparent from the evaluation following the full in-service day, November 11, 1975. Approximately 90% indicated a high degree of understanding and support of the manner of supervision we have been using here at Martin Kellogg. The success of the peer supervision teams functioning at this time is still unavailable. I can report that many staff members are excited, working hard, and have made many comments supportive of the plan. Some of the comments which reflect this feeling were made on an evaluation of this past in-service day program. They are:

"It has been one of the most informative."

"Would like to see it continue."

"Best in-service day so far."

"Continue something similar to what we have done today."

Another very important area to me is the amount of communication exchange sharing that is becoming more and more evident among administrators. I have no hard evidence, but time spent discussing approaches, successes, and failures of supervision with fellow administrators seems to have increased two or three fold in just this past year. I can really see this as a definite advantage to me in the type of help I can receive, and therefore help teachers in the town of Newington.

APPENDIX G

All this leads me to believe that the time I have spent over this past year on supervision has been a good investment. I feel much more comfortable and, as I have shown above, I feel the staff is much more comfortable with the entire supervision process.

APPENDIX G

The Newington Teachers' Association

90 WELLES DRIVE NORTH
NEWINGTON, CONNECTICUT 06111

December 18, 1975

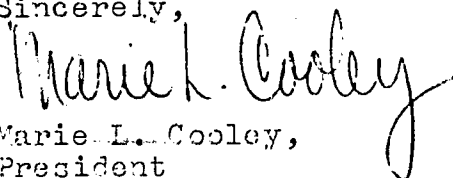
Mr. William P. Ward,
Superintendent
Education Department
Newington, Ct. 06111

Dear Mr. Ward:

The Newington Teachers' Association appreciates the fact that our recent inservice program has acquainted us more fully with the supervisory practices presently in use within the Newington School System. We believe that the active involvement of administrators, supervisors, department heads and teachers in exploring models of supervision and in developing from them useful classroom techniques will be beneficial to all those who participate in education here. I am sure that many of our staff came away from the November 11 session feeling that it had been a worthwhile experience.

We anticipate that the Spring inservice program will provide us with similar opportunities for professional growth.

Sincerely,


Marie L. Cooley,
President

APPENDIX H

CAPITOL REGION EDUCATION COUNCIL

70.

800 Cottage Grove Road, Bldg. 2
Bloomfield, Connecticut 06002

Area Code 203 243-8923

December 10, 1975

Mr. William Ward
Superintendent
Newington Public Schools
131 Cedar Street
Newington, Connecticut 06111

Dear Bill:

Thank you for agreeing to place with the Capitol Region Education Council a copy of your NOVA Maxi II project for improving public school administrators' supervisory skills. The document will become part of CREC's Evaluation Resource Center and thereby available for use by educators throughout the State.

Should the document generate the interest I anticipate, I trust you will be available to conduct an in-service workshop for administrators in the greater Hartford region.

In addition, I should like -- with your approval -- to include your effort in the staff evaluation in-service proposal CREC is submitting for Title IV funds.

By the way, have you considered submitting a copy of the Maxi II report to ACES for inclusion in their microfiche collection which is part of a nationwide network?

Sincerely,



John J. Allison, Jr.
Executive Director

JJA:mch

APPENDIX I



NEWINGTON BOARD of EDUCATION

131 CEDAR STREET • NEWINGTON, CONNECTICUT 06111 • AREA CODE 203 - 666-5467

November 1, 1975

Dr. Sam O. Kaylin
National Ed.D. Program for Educational Leaders
NOVA UNIVERSITY
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

As chairman of the Newington Board of Education I have been very impressed by the leadership taken by Mr. William P. Ward in improving the quality of staff supervision within our school system.

Mr. Ward's practicum project has met an important need in our school system. We are no longer employing many new teachers and improving the quality of teaching in Newington now relies on the efforts of our administrators in helping our present teachers to continue to grow in their profession. Mr. Ward's practicum for the development of improved supervisory skills in our administrators has been very well planned and carried out and the resulting evaluation and supervision of teachers will certainly serve our children and the community very well.

The Board of Education has been kept informed of the progress of Mr. Ward's project and is supportive of it. Nova University is to be commended for a program which encourages its participants to engage in projects that concentrate on the improvement of education in practical ways.

It is a pleasure for me to serve as a practicum observer for Mr. Ward and to verify that the activities in his report were completed as described.

Sincerely yours,

Donald I. Cohen,
Chairman

DIC/lk

APPENDIX J

DONALD I. COHEN
Chairman

J. C. CAPSHAW
Secretary

BOARD MEMBERS THOMAS BANAHAN • JOHN E. ELLISON • MAXWELL HEIMAN
WILLIAM LaPORTE, JR. • JOSEPH MARCELLINO • BARBARA NILSSON • EDWARD SEREMET, JR.

**KENT STATE
UNIVERSITY**

KENT, OHIO 44242

DEPARTMENT OF
EARLY CHILDHOOD
EDUCATION
(216) 672-2656

December 17, 1975

Mr. Sam Kaylin
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Mr. Kaylin:

For the past year I have observed and been indirectly involved with William Ward's Maxi II practicum. I have been impressed with Mr. Ward's ability to conceptualize and implement a totally new supervisory program in his district. He has the ability to assume the roles of participant and observer. As a participant he works directly with the supervisory staff in the design of the new supervisory system; as an observer, he is able to give feedback to the supervisory staff on their new behaviors with the teachers.

An overused word in school administration is "educational leader." But, this word does describe William Ward. He continually questions the "regularities" of the teaching/learning process. These questions have helped many of Newington's administrators/supervisors to re-evaluate their behaviors and roles.

The change processes used in William Ward's Maxi II should be shared with a large population of educational leaders.

Sincerely,



Dr. Richard Goldman, Associate Professor
Early Childhood Education Department

RG/mp

APPENDIX J

4616 Henry Street

November 13, 1975

Mr. Sam O. Kaylin
 Practicums Department
 National Ed.D. Program for Educational Leaders
 Nova University
 College Avenue
 Fort Lauderdale, Florida 33314

Re: Maxi II Practicum for William Ward, Superintendent of
 Schools, Newington School District, Newington,
 Connecticut (Hartford Cluster)

Dear Mr. Kaylin:

Mr. William Ward has conceptualized, designed, implemented, and evaluated a major change program in his school district. I have personally visited, observed, and critiqued his highly successful effort in increasing the skill level of his total administrative team in the areas of supervision, inservice training, and program development. I have made four personal visits total in eight days spaced over a period of 13 months. There have also been detailed personal and written communications between me and every single member of his supervisory/administrative team around this change program.

There are few programs I have ever seen with the level of successful impact of this one. I am sure that Dr. Ward will enlarge and continue this effort after his formal program is completed. This program cannot fail to significantly effect the use of resources and the instruction of kids in the Newington School. They have already had a ripple effect on the teaching staff.

Sincerely,



David W. Champagne
 Associate Professor
 Curriculum and Supervision

DWC:mav

cc: Dr. Richard M. Goldman
 Mr. William Ward

APPENDIX J

CAPITOL REGION EDUCATION COUNCIL

74.

800 Cottage Grove Road, Bldg. 2
Bloomfield, Connecticut 06002

Area Code 203-243-8923

December 10, 1975

Dr. Sam O. Kaylin
Director of Practicums
NOVA University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

RE: Maxi II
William Ward
Hartford Cluster

I have recently completed a summative review of the Maxi II Practicum of William Ward, and I submit the following comments for your consideration:

1. The project is internally consistent and complete, beginning with a realistic needs assessment and leading to an evaluation which provides data for on-going activities.
2. The scope of the project is significant in that every administrator and every teacher in the Newington Public Schools has been involved in its implementation.
3. The effects of the project will be continuous as the school system evaluates its professional staff.
4. The project evaluation has been carried out in keeping with the concept of evaluation as data collection for decision-making.
5. Particularly innovative is the description of workshop activities in a format useful as a "how-to-do-it" handbook for administrators.

Needless to say, I have been most impressed with both the process and the product of William Ward's Maxi II. I feel he has truly fulfilled the requirements for an Ed.D.

Very truly yours,

John J. Allison, Jr.
Executive Director

APPENDIX J

JJA:mch

cc: William Ward

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EA

MAR 22 1976

MANUAL OF ACTIVITIES USED FOR THE IMPROVEMENT
OF
SUPERVISORY SKILLS

NEWINGTON PUBLIC SCHOOLS
NEWINGTON, CONNECTICUT

WILLIAM P. WARD
SUPERINTENDENT OF SCHOOLS
1974

(APPENDIX A)

008 045

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MANUAL OF ACTIVITIES FOR THE IMPROVEMENT OF SUPERVISORY SKILLS

The activities outlined in this manual were developed cooperatively with the consultant, members of the administrative staff, and myself. We relied on formats suggested in the Nova University Supervision Manual although some of these activities are merely transcripts of lecturettes presented at the actual workshops. This is particularly true of the activity dealing with the Conceptual Framework of Supervision, pages 3-17, in which I present my philosophy concerning supervision in the Newington Public Schools.

The activities developed to improve conference skills were drawn from my background and experience as a counselor for a number of years in the public schools. The activities that deal with the techniques of classroom observation and data collection were adaptations, or modifications, of the work presented by the consultant. The brief explanation of models of supervision were drawn from various sources as part of our district's training program in affective education. This was particularly true in goal oriented and values clarification supervision.

These activities may be adapted for use in other school districts should the priorities be the development of:

1. conference skills
2. classroom observations and data collection
3. modules of supervision

The length of time required will vary with the activity and the individuals involved and are most useful and effective with small groups of either administrators or teachers.

It is the intention of the Newington School System to continue to add to this manual other activities developed here or found to be helpful from other sources.

ACTIVITY I
CONCEPTUAL FRAMEWORK - SUPERVISION

Here I am concerned about the formal ways organizations are managed, and the underlying assumptions about people upon which these management systems are constructed. I am not proposing that management of any organization is conscientiously designed by people who have identified their assumption base. In some cases if the apparent assumption are identified to the managers, they are vehemently denied by those same managers. As non-managers of any given organization, one can be relatively free of those kinds of problems and defensive behaviors. I believe there is a real necessity and a real payoff in taking this outside kind of look at what we are doing.

Douglas MacGregor summarized two antithetical theories of management of human enterprises under the title of Theory X and Theory Y. The theoretical assumptions which underly the ways we organize our educational (and other) institutions affect almost everything we do on our jobs in

supervision. As MacGregor stated, "the theoretical assumptions management holds about controlling its human resources determine the whole character of the enterprise."¹ The way we conceptualize our role to the methods we use in establishing priorities are based on our assumption base about people. Before I explain each theory in detail, let us begin with a warning. Because these theories are at opposite ends of a continuum, there is a tendency for one of them to be seen as the "morally" good one the other as the "morally" bad one. While I may have a strong bias toward one end of the continuum, I think that good/bad characterization is unfortunate. There are very few pure X or Y people or organizations. Most of us are more one than the other.

Theory X

Theory X, the traditional view of management, is based on the following assumption about human beings:

- A. "The average human being has an inherent dislike of work, and will avoid it if he can."
- B. "Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives."

¹Douglas MacGregor, "The Human Side of Enterprise,"
New York: McGraw Hill, 1960, p.vi.

- C. "The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all."²

Based on these assumptions, organizations and ultimately supervision become monitoring, checking, coercing, directing and controlling. Decisions are made by leaders for others. These assumptions become the justification for an authoritarian organizational structure. Supervisors become the agent of the controllers in this kind of system and when

"people respond to managerial decisions in undesired ways, the normal response to to blame them. It is their stupidty, or their uncooperativeness, or their laziness which is seized upon as the explanation of what happened, not management's failure to select appropriate means of control."³

This system depends for its effectiveness on "the ability to enforce it through the use of punishment."⁴ There are several measures open to the controlled as means to resist this kind of control. "...indifference to organizational objectives, low standards of performance, ingenious forms of protective behavior, and refusal to accept responsibility."⁵ More modern forms of resistance to this

² Ibid, p. 33.

³ Ibid, p. 2.

⁴ Ibid, p. 1.

⁵ Ibid, pp. 22-23.

kind of coercion have been collective organizations (unions, professional organizations, pressure groups) and legal protection (tenure laws, court action, binding arbitration and the right to strike). These collective organizations and legal actions have come as defenses against those in power who were perceived by the workers as threatening their basic needs. Every one of these activities and responses has been and is presently being used in educational organizations to resist Theory X management when its demands are perceived as unreasonable. As these responses, especially those of collective action combined with legal maneuvers, become more effective, Theory X becomes less and less effective management. This seems especially true in educational organizations where many of the workers are highly educated and/or specially trained and skilled. It becomes increasingly evident that the interdependence of all levels in organizations requires another theory of management if we are to achieve either personal or organizational goals in the significant ways.

In many ways educational organizations are in an especially tight bind -- between a rock and a hard place. They are generally organized in Theory X structures, i.e.,

hierarchically; yet many managers, both those called administrators and those called supervisors, feel uncomfortable with the X assumptions and their resultant patterns of goal achievement. The workers' (teachers, etc.) organizations growing stronger are less able to be coerced. The triple bind is that most educational organizations are under attack from their client systems for low achievement. This position of outside attack makes the organization most resistant to change at a time when it is under great stress to do so. Other power groups -- state legislatures and community groups with their drives for accountability are moving generally, however unaware, toward strong Theory X systems.

Theory Y

With all this pressure and conflict, it is hardly an auspicious time to advocate Theory Y management in educational organizations. However, even before the assumptions are presented, my analysis is that only Theory Y management has the theoretical chance to be effective in this setting. Educational accountability is still possible and eminently desirable, but it must start from a different place and use a different process. The role of supervision in this process is even more important and

probably requires more skill and clarity on the part of the supervisor.

Theory Y, The Integration of Individual and Organizational Goals, like Theory X is based on some assumptions about the nature of human beings:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement. --The most significant of such rewards, e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.
4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

I have begun to show that the conditions under which Theory X works best are no longer applicable in most

educational organizations. Even though our institutions are still organized as if Theory X were the best practice, most educators are reaching out for elements of Theory Y. But what evidence in addition to assertions of a different nature of man is there to support Theory Y assumptions?

MacGregor's assumptions and his theory of management developed from his thinking about Maslow's hierarchy of human needs. First, who is Maslow? Abraham Maslow is one of the founders of something called Third Force Psychology. Its roots and base assumptions are outside both Freudian psychology and behaviorism. Carl Rogers, Arthur Coombs, and others are generally grouped together as third force psychologists. The source referred to here has Maslow's blessing as accurately representing both his views and much of the evidence supporting his conclusions.

Maslow's Theory of the Hierarch of Human Needs begins by defining a need.

"A basic need meets the following conditions:

- (a) Its absence breeds illness.
- (b) Its presence prevents illness.
- (c) Its restoration cures illness.
- (d) Under certain, very complex, free choice situations, it is preferred by the deprived person over other satisfactions.

(e) It is found to be inactive, at low ebb, or functionally absent in the healthy person."⁶

1. Maslow lists physiological needs as the most basic human needs. These physiological needs include: physical survival, food, liquid, shelter, sex, sleep and oxygen.
2. The next most basic needs are Safety Needs, i.e., a predictable world consistency, fairness, and a certain amount of routine -- physical safety.
3. Belongingness and Love Needs appear next -- love, affection.

"Now the person will hunger for affectionate relations with people in general, namely, for a place in his group; and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and maybe even forget that once, when he was hungry, he sneered at love as unreal or unnecessary or unimportant."

"Love hunger is not to be confused with sex....Gable here prints Rogers' definition of love -- 'that of being deeply understood and accepted.' It... involves a healthy... relationship between two people, which indicates mutual trust... lack of fear, a dropping of defenses."

4. The Esteem Needs -- self-respect ... desire for confidence, competence, mastery, adequacy, achievement,

⁶Frank G. Goble, "The Third Force." The Psychology of Abraham Maslow, New York: Grossman, 1971, p.38

independence and freedom. Respect from others ...
 prestige, recognition, acceptance, attention, status,
 reputation and appreciation.

"The most stable and, therefore, the most healthy self-esteem is based on deserved respect from others rather than on external fame or celebrity and unwarranted adulation."⁷

5. The Self-Actualization Needs --

"What a man can be, he must be. Man has a need for growth, development, and utilization of potential. This need ... generally emerges after a reasonable satisfaction of the love and esteem needs."

6. A Need to Know and Understand --

"This need is more closely related to curiosity, a search for meaning, a desire to understand, to systematize, to organize, to analyze, to look for relationship and meaning. The need to construct a system of values."⁸

This need is more diffusely defined than previous ones. It seems to be related to earlier needs, especially safety needs in some distinct way, but goes well beyond that set of needs.

7. The highest set of needs about which there is great difficulty in making definitions is man's need for beauty. Maslow calls these Aesthetic Needs.

⁷ Ibid, pp. 41-42.

⁸ Ibid, p.43.

Three further conditions need to be stated before we apply this theory of hierarchy of needs to MacGregor's Theory Y assumptions:

- (a) It is unsatisfied needs which have the greatest influence on behavior. Once a need has been gratified, it has little further effect on motivation.
- (b) Sometimes the needs beyond the most basic ones get reshuffled in priority by some of the environments in our societies or organizations. It is probably true that one set of these higher needs is not totally inactive until the previous need is fulfilled. These needs begin to emerge as others begin to be fulfilled.
- (c) Under stress or external pressure, humans tend to move back down the hierarchy of needs; that is, they retreat to lower levels.

Theory X management and supervisory practices usually satisfy only the basic physiological and safety needs. As those lower in the status of organization were able to satisfy these needs through collective and legal protection, the punishments used to coerce conformity to organization goals became less and less effective.

Theory Y assumptions and the practices which grow out of them have the potential for satisfying the higher levels of needs. MacGregor as part of Theory Y: management by Integration and Self-Control suggests strategy guidelines

which should be applicable to educational organizations as well as to the business sphere which was his special concern. Participation by the worker (teacher, trainer, etc.) in defining organization goals, self-assessment and appraisal of skill levels and of performance, specific target setting, shared appraisal procedures and relation of organizational goals to individual ones are chief features of these guidelines. There are available in all our settings both procedures and reinforcements which can help every member of an organization to meet his needs.

"Theory X leads naturally to an emphasis on the tactics of control ..."
Theory Y ... leads to a preoccupation with the nature of relationship, with the creation of an environment which will encourage commitment to organizational objectives and which will provide opportunities for the maximum exercise of initiative, ingenuity, and self-direction in achieving them."

"The day-to-day behavior of the immediate superior and of other significant people in the managerial organization communicate something about their assumptions concerning management which is of fundamental significance."⁹

A second line of evidence supporting the reality of the need for Theory Y type management, which is related

⁹MacGregor, op.cit., pp.132-133.

but is more observable, is the emerging trend of negotiations in major and minor organizations. Workers are asking through their union representatives for a major restructuring of their work. They want more meaningful work. They want more meaningful work which will give them greater opportunity for belongingness, needs, self-esteem, and status needs to be met. They are also demanding greater voice and participation in setting goals and conditions of their work. Most of these workers and their representatives have never heard of either Maslow or MacGregor or Theory Y. All they know is that they have these needs which they are expressing.

Related to, but different from this set of demands, is the question being asked by those who are being faced with career choices. Will it meet my needs; is there opportunity to grow in the job; does the job help me become my potential? Many young people are presently choosing not to choose because they see no meaningful work choices or because they believe any choice takes the control of their lives out of their own hands.

Educational organizations must meet these needs for their members as well as for their clients. Theory Y

type management with its accompanying supervision can provide opportunities for all these sets of needs to be met by most members of the organization. Only by basing supervisory organization and behavior on Theory Y do we have the maximum probability of achieving their various needs within the goals of the organization.

Maslow in discussing these two approaches concludes his argument for Theory Y by stating, "practically all industrial research supports Theory Y, and practically none of it, Theory X.

There are three basic requirements for effective intervention activities:

- A. They must begin with the "generation of valid information. Without valid information it would be difficult for the client to learn, and for the interventionist to help."
- B. A second condition almost as basic flows from the assumption that intervention activity ... "should be so designed and executed that the client system maintains its discreteness and autonomy ..."
This condition constitutes "free informed choice" - on the part of the client.
- C. The third condition or process basic to an effective intervention activity follows from the first two. It is "the client's internal commitment to the choices made."¹⁰

¹⁰Goble, op.cit.,p.100.

If a problem is to be faced, the client and interventionist must together generate valid information. Both must know and share the present conditions, the desired direction and end points, and the forces present and perceived which bear on the problem. Often in educational organizations, neither the client nor the interventionist, the teacher or the supervisor, possess reliable information about the present state of affairs. Sometimes one or the other wishes to press forward to solutions. This move would not only violate the first basic condition of effective intervention, it would make the other two conditions impossible to fulfill.

Effective intervention requires that the client be freer to solve his or her problems after the intervention than before. This means the client must know what the problem is, which choices are open, what the implications and probable outcomes of the choices are, and what the methods and information to be used in making the choices are. Finally, the clients must make the choice.

The client must take the responsibility for the choice. For this process to work, therefore, the problem and the choice must have meaning to the client. Only then is some commitment likely to be made, not only to choose but to try to make the choice succeed. For us, there

follows from these three intervention tasks, a fourth task equally important. The interventionist must assist in arranging the environment and regards around the client to give enough support that the client is likely to be successful given the first three conditions of the intervention.

In educational organizations where the ultimate client is the learner, and autonomous, thoughtful, choice making learners are one of the major goals of the organization, it is even more imperative that the intervention process be congruent with these goals. If the members of the organization are not free, the clients will not become free. If the clients are not given enough support and practice to experience freedom, they will never become free.

ACTIVITY II

CONFERENCE SKILLS

This activity involved the teaching of a structured sequenced series of steps designed to improve the administrators effectiveness in one-to-one client conferences. The suggested conference model was a summary of the common sense and professional practice of various practitioners over the past decade. This practice suggests that most often short conferences (15-20 minutes) are more effective than long ones. Conferences which focus on one or two issues are better than diffuse ones. Short conferences are more likely to be clear.

Steps in the Conference Model

Conferences generally follow three sequenced phases.

- Phase I: Setting of Goals and Commitments to a Goal
- Phase II: Generation and Selection of Procedures or Behaviors
- Phase III: Commitments and Criteria of Success are Specified

Phase I: Settings of Goals and Commitments to a Goal

- Step 1. Objectives of the Conference are specified.
- Step 2. All available data relating to the objectives are shared.

Step 3. An agreement is made to focus on "key" objectives within the general objectives specified in Step 1.

Step 4. An agreement is made that some behavior changes are appropriate.

Phase II: Generation and Selection of Procedures of Behavior

Step 5. Positive appropriate behaviors in the setting which are related to the specific objectives are identified and reinforced.

Step 6. Alternative behaviors or re-emphases are identified and examined.

Step 7. An alternative from those proposed is selected.

Step 8. Detailed implementation plans for the alternative selected are completed.

Step 8a. (if appropriate) Plans made are practiced or role played.

Phase III: Commitments and Criteria of Success are Specified

Step 9. Criteria for successful implementation of the selected behavior are decided and agreed upon.

Step 10. Client gives feedback on purposes, commitments and perceptions of conference.

Step 11. Commitments of interventionist and client are reviewed.

I followed this brief introduction with a more detailed review of the steps and established its purpose in the Conference Model.

Step 1 - Specifying Objectives

The purpose of step one is to make sure that both people in the conference agree on the goals. This sharing is a kind of contract setting. It establishes an atmosphere of, "Let's get down to business."

Step 2 - Reviewing Data Related to Objectives

Both interventionist and client must have or develop the same perception of what is presently happening in the situation being discussed. Both parties must limit or discipline themselves to describing the behaviors that are related to the objectives of the conference.

Step 3 - Selecting a Focus

A focus on one or two issues within the objective selected above allows more specific planning and a more rapid change of the client's behavior. It also helps keep the conference short. (A short conference is usually more productive than a longer one.)

Step 4 - Agreement on Necessity of a Change

The purpose of this step is to seek a commitment to change on the part of the client. This step should

be short and done only once.

Step 5 - Reinforcement of Aspects of Present Behavior

The purpose of this step is to assure the client that parts of present behavior are appropriate. The task of change is thus less overwhelming. The change becomes an extension of present behaviors rather than a denial of previous behaviors.

Step 6 - Proposing Alternatives

More than one alternative should be considered before a choice is made. Strengthening or extending existing behaviors is one alternative.

Step 7 - Selecting an Alternative

It is difficult to implement several changes at once. If one alternative is selected, the chance for success is better than when more than one alternative is selected.

Step 8 - Specific Planning

Specific planning includes: the objectives, procedures, and evaluation. It is suggested that the specific planning be written or audio taped so that both interventionist and client will have a record of their commitments. A record makes both the participants more accountable.

Step 8a - Practicing (if appropriate)

This practice is an opportunity for clients to try new behaviors under conditions where they can get immediate feedback. This practice identifies any unclear areas in the planning.

Step 9 - Establishing Criteria

This agreement sets a realistic expectation for the client. The supervisor should exercise care in establishing criteria which are attainable by the client.

Step 10 - Giving Feedback on Conference

This step allows the interventionist to find out what the perceptions of the client are. The interventionist should learn how to ask this question to receive an open and honest answer. Interventionists do not defend their behavior here. They simply try to understand the perception of the clients.

Step 11 - Reviewing Commitment

This final checking out and restatement of commitment is necessary. It is a deliberate redundancy. It prevents major misunderstandings. After the restatement of commitments, the conference should end.

ACTIVITY III
UNDERSTANDING THE STEPS
IN THE MODEL

This activity got the participants into the conference model. The first purpose here was to find out if each understood the step at the application level. The second purpose was to be sure that each had some vocabulary for moving through the model when they begin to practice using it in the next procedure.

In this activity we were asking each to generate sample statements that might be used with each step of the Conference Model. We listed the steps, gave some sample statements that might be appropriate for the step, and asked each to write some of their own statements.

Step 1 - Objectives of the Conference are specified.

Sample Statements

- A. What is our purpose for getting together?
- B. You asked me to stop in your office this morning. What should we focus on?
- C. I called you in today to discuss the following issues...

Step 2 - All available data relating to the objectives are shared.

Sample Statements

- A. Let's look at what is now happening in this situation.
- B. Tell me about what you and the students are now doing.
- C. Let's talk for a few minutes about how you see this and how I see it before we begin to suggest ways to deal with it.

Step 3 - An agreement to focus on "key" objectives within the general objectives specified in Step 1.

Sample Statements

- A. Within this whole issue, which part can we focus on today?
- B. seems to be the key issue that we can begin to work on today.
- C. You have specified several areas. Which one do you want to start with?

Step 4 - An agreement is made that some behavior changes are appropriate.

Sample Statements

- A. Am I right that you want to try to do that differently?
- B. Are you ready to make a commitment to change this procedure?

C. Then you want me to help you change these results?

Step 5 - Positive appropriate behaviors in the setting which are related to the specific objectives are identified and reinforced.

Sample Statements

- A. The things I identified that are already going well are the following -----
- B. Let's identify the things we have already that we can build our new procedure on.
- C. What was that neat thing you did today; perhaps we can build the new procedure on that?

Step 6 - Alternative behaviors or re-emphases are identified and examined.

Sample Statements

- A. Before we decide what we are going to do, let us try to think of 3 or 4 different ways to approach this.
- B. What idea would you think might be appropriate in this situation?
- C. You propose some solutions, then I will. Then we'll decide which ones to try.

Step 7 - An alternative from those proposed is selected.

Sample Statements

- A. Can we agree to try just that third proposal right now, the other two may be useful later?
- B. Which one of these ideas seem the best one to begin working with?
- C. Can we decide together which of these things to select as the direction we want to go?

Step 8 - Detailed implementation plans for the alternative selected are completed.

Sample Statements

- A. Now that we have selected a way to go, our next step is to plan in detail what that means.
- B. If we use this idea, what are the steps in the process?
- C. That was a good selection, now these seem to be the steps in implementing that process.

Step 8a - (if appropriate) Plans made are practiced or role played.

Sample Statements

- A. Just to be sure that we both understand this process, would you pretend you are beginning to implement this, and start at Step 1 with what you would actually do?

- B. O.K., we have finished the plan let's role play the first few steps to determine if we are clear on how it will work.
- C. Try out Steps 1 & 3 of this process on me here, now; we may need more work on it.

Step 9 - Criteria for successful implementation of the selected behavior are decided and agreed upon.

Sample Statements

- A. What level of mastery of that process is reasonable in three weeks' time?
- B. We can't expect complete changes tomorrow but let us agree that by the first of the month, 90% of the members will have had this training we have planned.
- C. Will you suggest some ways we can measure whether our plans are working.

Step 10- Client gives feedback on purposes, commitments and perceptions of conference.

Sample Statements

- A. What did we do today, and how do you feel about it?
- B. We have worked on today, what do you think we have accomplished?

- C. How can I be more effective in working with you?

Step 11- Commitments of interventionist and client are reviewed.

Sample Statements

- A. Before we quit, would you review your commitments and I will review mine?
- B. O.K., here is what I have promised to do, and here is what I think you have promised to do Do you agree?
- C. I'm not sure we are both sure of what is going to happen tomorrow. Let's review where we are.

ACTIVITY IV
USING THE MODEL

The next activity was intended to give the participants practice in either simulated or real situations. The participants were to practice using the model until they felt comfortable with it. The directions for the activity were:

- A. Locate a person(s) in your own setting with whom you can conference.
- B. If there are three of you, one person can act as the observer and give you feedback on aspects of your behavior. The observer can also keep you on task during the conference. If you appear to be lost, unfocused or wandering away from the format, the observer should interrupt the conference and bring you back to where you started to wander.
- C. Begin and move through the complete conference model (in about 15 - 20 minutes).
- D. Practice doing conferences until you feel you have gotten your performance at a level minimally acceptable to you.
- E. Audio tape a conference, using this model.

F. Take your audio tape and do the following extended analysis of it.

1. Listen to the tape and have the steps in the conference model open in front of you. Write down the words you or your client say which demonstrate to you the presence of each step in the model.
2. If steps are missing, write ways you could have used to include that step in that conference.
3. (a) Record the amount of your talk and the amount of your client's talk in the conference. (Approximate the %'s of each.)
(b) Who introduced each new topic in the conference? Evidence?
(c) Who made transitions from one step to another in the conference? Evidence?
(d) Who generated the alternatives for the situation you were discussing? Evidence?
(e) Who decided on the alternative to be used? Evidence?

(f) Who set the criteria in Step 9 of the model? Evidence?

The following statements ask you for extended reaction; react in a careful, thoughtful way to each of the statements.

- 1. My verbal behavior as an interventionist is facilitating the development of my clients in Argyris' three criteria for effective intervention.
- 2. My present needs in further developing my conferencing behavior are
- 3. My plan for developing my competence in client conference is

G. 1. Person who set criteria _____ client
 _____ interventionist

Evidence _____

ACTIVITY V
DISCOVERING PATTERNS

One of the most fundamental bases for most psychology is the idea that behavior is patterned. In similar situations we tend to react similarly. This "fact" is true in both simple and complex situations. It is also true in interventionist-client relations. One of the most useful tools you can learn is to analyze your own and client's conferencing behavior.

What are language patterns and what do they mean?

Any reasonably accurate or complete answer to this question could, has, and will fill books. In Cogan's *Clinical Supervision, "The Analysis of Teaching*, he discusses patterns in a teaching context. He also identifies some common patterns of instructional behavior. I listed some common patterns that were observed in conferences.

- Pattern 1: The interventionist talks more than the client.
- Pattern 2: The interventionist interrupts the client often but the client seldom interrupts the interventionist.
- Pattern 3: The interventionist makes the transitions from step to step in the conference.

- Pattern 4: The interventionist asks for specific supporting data when the client makes an inference.
- Pattern 5: The interventionist repeats many statements made by the client and says, "That's good," after each repetition.
- Pattern 6: The interventionist paraphrases the client's statements when they support what has just been said, and does not paraphrase client's statements when they disagree with what has just been said.

Purpose

Patterns. Find them. Analyze them. Drive meaning. Seek implications. This activity helps you deepen your analysis of your behavior when using this conference model.

Directions

- A. Go back and listen again to your tape of the conference.
- B. Identify patterns in your or your client's behavior.
- C. Record the statements you hear which support your belief that this pattern exists.
- D. Write any other observations you have about your tape. Include here suggestions about your own improvement in holding conferences.

ACTIVITY VI

CLASSROOM OBSERVATIONS AND DATA COLLECTION FORMS

The objectives for this activity were:

- A. To develop a process for designing and using classroom observation forms;
- B. To become aware of the difference between data and inference, and collect data in classroom observations;
- C. To design some classroom observation instruments;
- D. To develop a process for sharing ideas about data collection, use and limitation with others.

The activities were designed to help supervisors develop techniques and processes for helping teachers analyze and improve their non-verbal and verbal behavior.

Introduction

There is no such thing as completely valid and reliable data.

All data gathering processes are sampling procedures.

There are no value free or inference free observations.

Our view of the world eventually comes through our perceptual framework and is interpreted by our brain. While we can take steps to increase the fit between what we see and hear and what actually occurs, we must come to terms with the reality of our imperfections. We must

take safeguards to be as fair as possible in our interpretations.

One safeguard is to teach all staff to gather their own data. A second safeguard is to share and discuss our data and interpretation from it with our clients. A third and most difficult safeguard is to know as much about our own value systems and the limitations of our personal perceptual processes as we can. And, finally, we must not let the tentativeness and incompleteness of our data prevent us from drawing conclusions and implementing "best practices" with our clients.

I recognize the vastness of the field of data collection and interpretations. First, I taught some techniques most useful in observing situations where one or more persons is in charge of instruction of one or more learners. Second, I talked about some techniques useful in observing situations where more than two persons are planning some task related to instruction, but not at this time instructing. So far, it seems, these two situations eliminate little, and include almost everything. To be more precise, I will not teach you any of the standardized observation processes. I see limited usefulness for you with these instruments;

you can search these out in standard sources on your own when you identify a need for observation techniques you do not have.

I believe that you ought to generate data collection devices with your staff. These will be designed after you have selected the specific focus of the observations. Of course, there are limitations to these self-designed techniques of observations. The important point is that each administrator will be teaching a process to their staff that helps them quickly share in your expertise.

Our first steps in dealing with the generation of valid information are to raise the level of awareness of the differences between data and inferences. Data are what is there. Inferences are your conclusions and interpretations based on what your senses report. Almost always the staff needs your data at least as much as they need your inferences. Almost always when you make inferences you should report the data on which you base them.

ACTIVITY VII
FACT OR INFERENCE

Objective

To correctly differentiate between a "fact and an "inference" in reporting of observations with 90% accuracy.

Directions

A. Listed below are a series of "facts" or "data" and "inferences" related to both verbal and non-verbal behavior. Place a "D" next to those you consider data and an "I" next to those you consider an inference.

- _____ 1. The group was restless.
- _____ 2. Dick raised his hand three times after questions had been asked.
- _____ 3. The class was boring.
- _____ 4. The class bored me.
- _____ 5. Dick spoke twice in the group.
- _____ 6. Dick spoke at length.
- _____ 7. Rene needs much more attention from the teacher.
- _____ 8. Dick fell asleep from boredom in class.
- _____ 9. Rene is always interested in class.
- _____ 10. Only David was responding to the question Dick asked.

In our sense of the meaning of inference and data, statements 1, 3, 6, 7, 8, 9, and 10 are more inference than data. You may disagree with one or more of our "inferences." With which of our inferences do you disagree? Explain why you reached these conclusions.

B. Without judging whether the inferences in "A" were correct or incorrect, list below two non-verbal or verbal behaviors which might have led to each inference we identified.

1. (a) _____
(b) _____
2. (a) _____
(b) _____
3. (a) _____
(b) _____
4. (a) _____
(b) _____
5. (a) _____
(b) _____
6. (a) _____
(b) _____
7. (a) _____
(b) _____

C. Specific behaviors can lead to a variety of inferences. We next ask you to generate several widely differing but plausible inferences from the following behaviors. We list an example:

Datum 1. Dick spoke twice in the group.

Possible inferences:

- (a) Dick is trying to make points with the group.
- (b) Dick was bored.
- (c) Dick only speaks when he has something thoughtful to say.
- (d) Dick only speaks if everyone else is quiet.

Generate four possible inferences for each of the following items of data.

Datum 2. Dick raised his hand three times after questions had been asked.

Possible inferences.

- (a) _____
- (b) _____
- (c) _____
- (d) _____

Datum 3. Dick cast his eyes down to the floor when the teacher was speaking to him.

Possible inferences.

- (a) _____
- (b) _____

(c) _____

(d) _____

Datum 4. There was a loud "simultaneous explosion" of noise from the students when Jane asked that question.

Possible inferences:

(a) _____

(b) _____

(c) _____

(d) _____

Datum 5. The teacher always stands within one meter of his desk when students are in the classroom.

Possible inferences:

(a) _____

(b) _____

(c) _____

(d) _____

ACTIVITY VIII
OBSERVATION - TECHNIQUE

Objective

This activity meets the purpose of generating and practicing observation techniques.

Directions

- A. Visit an instructional setting, task group meeting, (or view a video tape of a similar interaction). Mentally or physically turn the sound off. List at least 4 examples of non-verbal behavior you observe. Next to each example write several possible inferences which you feel are reasonable if you only observed the non-verbal behavior.

1. Non-verbal behavior: _____

Possible inferences: _____

2. Non-verbal behavior: _____

Possible inferences: _____

3. Non-verbal behavior: _____

Possible inferences: _____

4. Non-verbal behavior: _____

Possible inferences: _____

B. Repeat the type of observation activity you performed previously. We ask you to extend your skill to include both verbal and non-verbal behavior. List four verbal behaviors. List possible inferences from the behavior that you feel are reasonable.

1. Behavior: _____

Possible inferences: _____

2. Behavior: _____
.....

Possible inferences: _____
.....

3. Behavior: _____
.....

Possible inferences: _____
.....

4. Behavior: _____
.....

Possible inferences: _____
.....

5. In what ways did non-verbal behavior affect inferences you made about the verbal behavior you observed?
.....
.....
.....

ACTIVITY IX
CLEARING UP DEFINITIONS

Objective

The participants will

- A. Agree with the generalization that, "many of my professional colleagues have widely differing definitions of common words used in education."
- B. Agree that many labels we hang on students and teachers could be improved if we defined them in terms of students or teacher behavior.
- C. Use behavior definitions of the dimensions you are observing in learning settings.
- D. Develop common behavior meanings of the dimensions you are observing with the supervisees who are being observed.

Directions

1. List or mention specific behaviors you associate with each of the labels below.

(a) disruptive: _____

(b) cooperative: _____

(c) good student: _____

(d) open classroom: _____

(e) good learning setting: _____

2. Ask at least two colleagues (supervisees, fellow supervisors, principals) to list behaviors they believe are related to with each of the above labels. Report their definitions.
3. A. What elements did all four of your definitions have in common for any three of the words defined in Question 1?

1. _____

2. _____

3. _____

B. What were differences you perceive among the three behavior definitions?

1. _____

2. _____

3. _____

C. Draw some conclusions about using certain words in your observations.

D. The recommendations here are not that you don't use certain labels, but that you find out very clearly before the observation what those words mean to the teacher or to the group being observed.

4. One observation technique I recommend follows:
 - (a) Get the instructor of a learning setting to list the actual behaviors which represent cooperative behavior to that instructor.

- (b) List these behaviors, draw up an observation scheme to actually observe these behaviors and get the instructor to approve this scheme.
- (c) Do an actual observation of these behaviors.
- (d) Share the data you have collected with that instructor and get feedback on it.
- (e) Decide what changes, if any, the instructor wishes to make in the behavior of the students or the instructor.
- (f) Describe the process you used and report on its results to others within the group.

ACTIVITY X
TEACHER/STUDENT MOVEMENT

Objective

You will

1. Use and critique a category system for analyzing teacher/student movement in a classroom.
2. Adopt and/or design a category system for analyzing teacher movement in a classroom.
3. List the patterns you identify in this data.

Introduction

Question: Where is the front of a classroom?

Answer: Wherever the teacher's desk is.

Many teachers seem to be tied to one place in a classroom. Many students seem fixed in given spots. My seat, my drawing board, my laboratory table.

The physical movement pattern of teacher(s) and student(s) may give an observer much useful data about the learning setting.

Movement patterns of teachers may have some interesting reasons other than conscious planning.

Directions

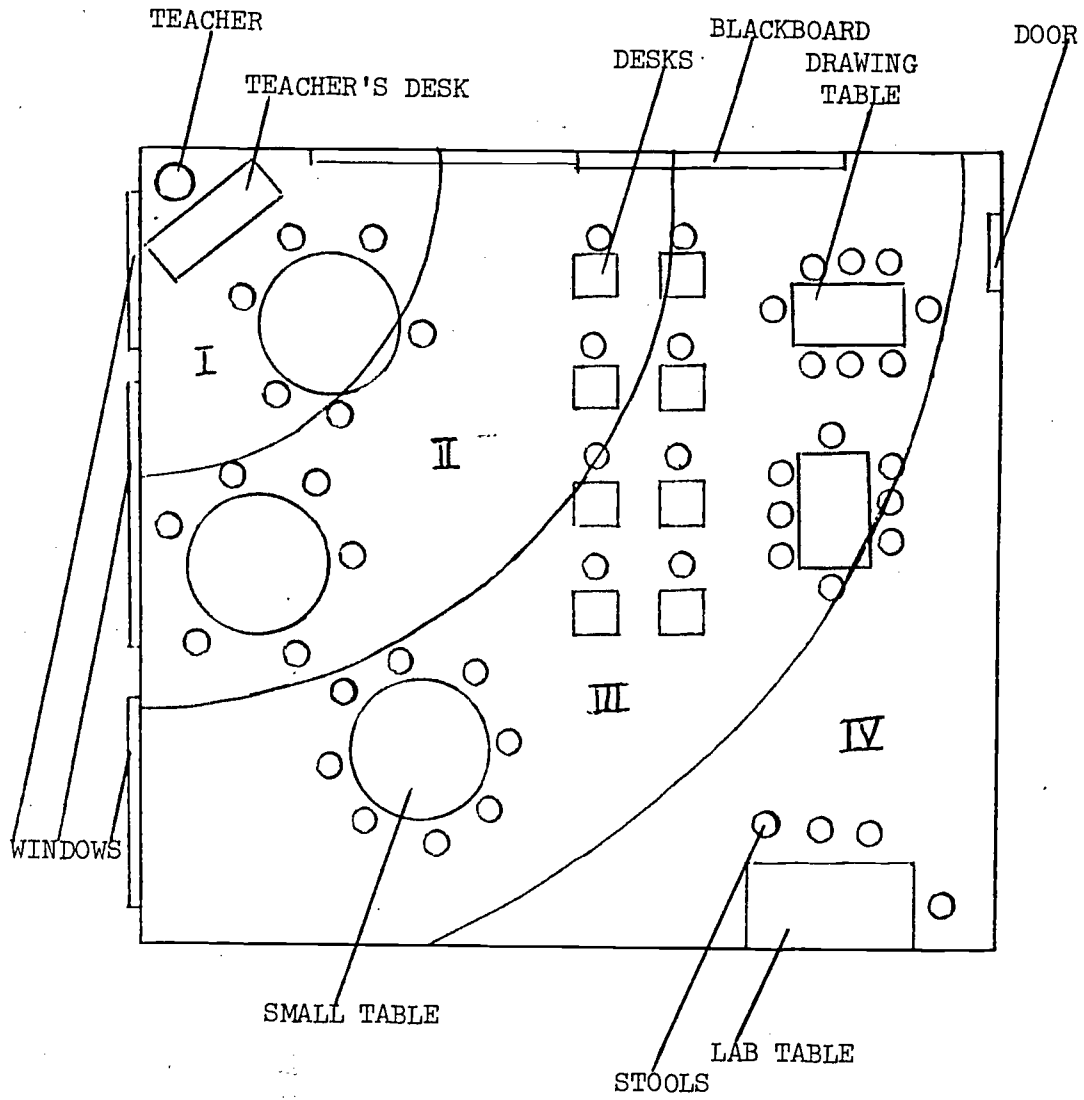
Your task in this activity is to develop and practice using techniques for analyzing teacher and student movement

in various learning settings. The following describes three observation systems for analyzing the movement patterns of teachers and students.

Read the description carefully, and then practice each one in actual observations.

System I

- A. Draw an outline map of the learning setting you are observing. Include such aspects as: desks, work tables, chalk boards, bulletin boards, doors, open areas, location of all persons in the room and any special equipment visible.
- B. Divide the setting into areas in one of the following ways:
1. Four quadrants, each of which has approximately an equal number of persons in it.
 2. Zones which are concentric, with their center on the spot where teacher is located when you begin.
(diagram on next page)



C. Over the period of 30 minute observation:

1. Record, using a clock with a second hand, the amount of time the teacher spends in each classroom area.
2. Record the number of students who move from one area to another, and in which directions they move.
3. Put an identifying mark of some sort next to those students who individually have some form of verbal or non-verbal contact with the teacher during this observation period. (Put this on your chart near the student's chair.)

C-1 Time Spent in

| | Time | Percentage |
|------|----------|------------|
| Area | 1. _____ | _____ |
| | 2. _____ | _____ |
| | 3. _____ | _____ |
| | 4. _____ | _____ |

C-2 Number of Students who move

Area to Area

| | | |
|---|---|-------|
| 1 | 2 | _____ |
| 1 | 3 | _____ |
| 1 | 4 | _____ |
| 2 | 1 | _____ |
| 2 | 3 | _____ |
| 2 | 4 | _____ |
| 3 | 1 | _____ |
| 3 | 2 | _____ |
| 3 | 4 | _____ |
| 4 | 1 | _____ |
| 4 | 2 | _____ |
| 4 | 3 | _____ |

- D. Summarize your data below; e.g., list percentages of time, numbers of students who moved, numbers of student contacts.

E. Identify some patterns in either the teacher's or the student's behavior in this learning setting, do students seem never to move or do teachers only contact students in quadrants nearest them?

F. Write some likely inferences from this data which you could make.

1.

2.

3.

4.

5.

G. What changes would you make in using this kind of observation system?

System II

This system samples movement in another way. It suggests a time sampling method for recording similar data.

It asks you to code or categorize the teacher's or certain students' location once at the beginning of each time interval you decide to use; e.g., if the teacher's location is in area 3 of the room at the beginning of interval 1, you record a 3 in the block. (diagram on next page)

| | | SECONDS | | | | | | | | | | | |
|---------------------------------|----|---------|----|----|----|----|----|----|----|----|----|----|----|
| | | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| M I N U T E S | 1 | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | |
| | 6 | | | | | | | | | | | | |
| | 7 | | | | | | | | | | | | |
| | 8 | | | | | | | | | | | | |
| | 9 | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | |

Directions

- A. Observe a learning setting for a period of approximately 30 minutes.

Using the chart above record the teacher's or the student's location at the beginning of each time interval you are using. The chart shows 5 second intervals, but 3 second or 10 second intervals may be very appropriate depending on what is happening in the setting. Ignore other behavior; you are only collecting data on teacher movement (or some other variable which adapts to this system of sampling).

- B. Summarize your data below listing it in percentages or ratios or some other convenient system.

- C. Describe patterns in either the teachers or the students related to the dimensions you have been collecting in your observation of this learning setting.

D. Write some likely inferences from this observation data which you could make.

1.

2.

3.

4.

5.

You can easily learn to add a subcategory to the main category of data you are collecting. With this addition you use a letter with each number you record in the chart.

Some possible subcategories for teacher behavior might be

- (a) Interacting with one student privately
- (b) Scanning the room
- (c) Reinforcing a student
- (d) Busy with tasks not directly interacting with students
- (e) - - - -

Your chart might look like the following if you record both these categories simultaneously.

Seconds

| | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | |
|---------------------------------|---|----|----|----|----|----|----|----|----|----|----|----|----|
| M I N U T E S | 1 | 2a | 2a | 2b | 2c | 3a | 3a | 3b | 3c | 4d | 4d | 4d | 4d |
| | 2 | 1a | 1a | - | - | - | | | | | | | |
| | 3 | ' | ' | | | | | | | | | | |
| | ' | ' | ' | | | | | | | | | | |

These additional behaviors you are recording give you more data and more possible patterns for analysis. You also have to work harder, both as an observer and as an analyzer. Inevitably, as you begin to raise your inference level, you suffer from possible loss of validity of your conclusions.

System III

This system does not time teacher or student behavior, but asks you to categorize it. We recognize, as will you, that you are not actually recording teacher or student behavior but your first level inference about what you believe was the intent, purpose or direction of that behavior.

- A. Make a chart similar in form to the following.
The behaviors you categorize will be those you are most interested in.
- B. Make a tally each time you observe the teacher exhibiting that category of behavior. (See chart on following page.)

NUMBERS OF TIMES BEHAVIOR USED

| Teaching Behavior' | 1st 5 Min. | 2nd 5 Min. | 3rd 5 Min. | 4th 5 Min. | 5th 5 Min. | 6th 5 Min. |
|---|---------------|---------------|---------------|---------------|---------------|---------------|
| 1. Reinforces students | | | | | | |
| 2. Gives directions | | | | | | |
| 3. Asks fact questions | | | | | | |
| 4. Asks conceptual questions | | | | | | |
| 5. Encourages students to relate personal experiences | | | | | | |
| 6. Answers student questions | | | | | | |
| 7. Tells information | | | | | | |
| 8. ----- | | | | | | |

NUMBERS OF TIME BEHAVIOR EXHIBITED

| Student Behavior | 1st 5 Min. | 2nd 5 Min. | 3rd 5 Min. | 4th 5 Min. | 5th 5 Min. | 6th 5 Min. |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 1. Asks content question | | | | | | |
| 2. Relates personal incident | | | | | | |
| 3. Interacts with one other student | | | | | | |
| 4. Tells joke | | | | | | |
| 5. Stops task behavior | | | | | | |
| 6. Begins task behavior | | | | | | |
| 7. Checks own work | | | | | | |
| 8. Ask teacher's help | | | | | | |

One big problem with this system, aside from its level of inference making, is that it is often difficult to draw mutually exclusive categories so you don't need to categorize one behavior in two places. Decide which behavior to put the tally in, and move on.

One rule which will help you use this system more easily is to record a tally only when the behavior changes from one

category to another.

1. Describe the patterns in the categories of "behavior" you recorded.

2. Write some likely inferences from this data which you would make.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

3. What changes or additions would you make in using this kind of observation system?

4. (a) What advantages do you see in this system over the first two presented?

(b) What disadvantages do you see?

ACTIVITY XI
SELF-EVALUATION AND DATA
COLLECTING TECHNIQUES

The following activities were used to extend mastery as well as giving an opportunity for self-evaluation.

- I. Having one or more observers sit in the same learning setting with you and record specific data. Compare data at the conclusion of the activity.
- II. Train others to use the systems you have just learned.
- III. Develop the categories for observation with teachers and students after explaining the system to them. Determine what seems to be important to others that was not important to you.

Technique I: Verbatim recording of the spoken word in the learning setting.

Use: This technique is useful in discovering patterns of student-teacher verbal interaction. It allows identification of who talks to whom, and who responds to whom.

Data Recorded and Method:

Writing everything said that you can get down. Sometimes an audio or video tape recorder is

substituted for paper and pen.

Limitations:

- A. Fatigue of observer.
- B. Recording technique tends to miss some incidents.
- C. You have a large mass of data to analyze and make inference from.
- D. The words themselves without their inferred inflection and meanings are often misleading.
- E. Often the observer tends to miss other important dimensions which could give additional meaning to verbal interaction.
- F. Verbatim recording is difficult if teacher is interacting with one or with a small group of students.

Variation:

- 1. Recording only teacher(s) statement.
- 2. Recording only students' statements.
- 3. Recording only certain categories of teacher or student comments; e.g., questions, responses, full sentence responses, direction giving.

Technique II: Any video or audio taping.

Use: Strictly speaking, use of these two recording devices is not a technique of observation.

Either of these machines records what it is able to pick up. There are some things to remember about each of these devices:

Data Recorded and Methods:

Each samples behavior as does any other data collection system. Audio tape records only verbal data. That being true, it should be used only when verbal interaction is thought to be important.

Limitations:

- A. Each instrument is obtrusive in the learning setting. The V.T.R. more so than the audio T.R.--(A live observer is also obtrusive in a different way). Certain variations in teacher-student behavior will result from the presence of either of these instruments. These variations can be minimized by repeated use and by familiarity of those observed with the purposes of the observation and the use to be made of the data.
- B. Sometimes, where the teacher is interacting with one student at a time, or with small groups of students, the recording device must

be moved repeatedly to get the desired data. This increases others sense of its presence in the learning setting.

- C. It requires large amounts of time to analyze data either of these instruments produce. Generally, you should figure that a minimum analysis will take at least double the time it took to record it.
- D. There are cosmetic effects with either of these instruments which sometimes interfere with supervisee's ability to concentrate on the dimensions being studied. Many of us do not like, on first or even second exposure, either our physical or verbal presence as recorded by the tape. Often sound or picture quality leaves much to the imagination. Extraneous noises, like lighting or equipment, tend to be amplified out of proportion to their "real" importance in the learning setting.

Even with these reservations, both these recording devices can be very valuable tools for observation. They are especially useful where a limited physical area is the focus for intense observations.

Technique III: Case study prose narrative observations.

Use: A detailed description of the non-verbal and verbal behavior of one or two persons in the learning setting. This technique is used where the teacher needs intensive and explicit observations to determine patterns of teacher or student behavior not obvious to the casual observer. These observations include whatever data seem necessary to describe the selection of dimensions being focused upon.

Data Recorded and Methods:

Usually the technique includes a running account of the person(s) minute by minute behavior. Frequent time marks are recorded. This running account includes the stimulus perceived by the observer concerning the person(s) being observed. It includes the responses of the observee(s) to perceived stimuli. It includes initiated behaviors by the person being observed which appear to be independent of the perceived stimuli present. It includes on and off task behavior. All of these perceptions of

behavior and these inferences are recorded sequentially, so that inferences about causality can be made and tested in new observations. (Inferences and behaviors are identified both in the observer's mind and in the recording of the account.)

Limitations:

- A. It is exhausting for the observer.
- B. When events occur very rapidly, the observer tends to get behind and tends to miss key details.
- C. Our preconceptions interfere with our seeing of what we observe.
- D. Significant levels of inference are required in this data observation system. They may not be justifiable.
- E. Much irrelevant detail must be winnowed in attempting to identify and make sense of patterns which seem to be present.
- F. The sample of data recorded may be unrepresentative of the real behavior.

G. The observer may be the only person who can interpret the data. This could contribute to an increase in the perceived hierarchical distance between the observer and the supervisee -- the data may be used as a source of authority.

ACTIVITY XII
OBSERVATION OF TASK GROUPS

There are many, perhaps an infinite number of, dimensions upon which one could focus in an attempt to understand or predict what is happening or going to happen in a task group.

We are focusing on just three sets of behaviors observable in the group, and a few more behaviors of individuals which tend to indicate their role perceptions within the group. These behaviors are interrelated.

The three sets of group behaviors we shall focus on are:

1. Task performance
2. Group maintenance
3. Interaction patterns

Task performance behaviors are those which are intended directly to get the job done. Some common task performance behaviors are: clarifying the goals of the group, assessing group progress, requesting and giving information, proposing solutions, giving progress reports, and suggesting group procedures.

Group maintenance behaviors are those which affect the functioning of the group. These do not directly contribute to task completion, but without them the group tends to disintegrate or become antagonistic enough to various members as to lower the quality of the task performance, or to make the group less efficient in performing the task.

Group interaction behavior patterns focus on who talks to whom about what in a group meeting. Non-verbal communication may be a part of group interaction patterns.

The procedure here is:

1. To describe how you may observe each of these sets of task behaviors.
2. Then to ask you to actually observe task groups looking at each of these dimensions.
3. Finally, to share your observations with the group you observed and get their reactions to the observations.

(Task Performance Behaviors Chart on next page)

TASK PERFORMANCE BEHAVIORS

| <u>Behavior</u> | <u>Person</u> | | | | | | | | | |
|------------------------------|---------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. Clarifies goal | | | | | | | | | | |
| 2. Assesses re- sources | | | | | | | | | | |
| 3. Requests in- formation | | | | | | | | | | |
| 4. Proposes solutions | | | | | | | | | | |
| 5. Summarizes progress | | | | | | | | | | |
| 6. Suggests procedures | | | | | | | | | | |
| 7.* | | | | | | | | | | |
| 8.* | | | | | | | | | | |
| 9.* | | | | | | | | | | |

*your own suggestions

Use the chart by tallying each personal contribution of each member of the group in each category behavior in task groups.

A second way of using these same charts is to concentrate only on one person in the group. Record that person's contributions minute by minute.

You may want to use these charts in other ways which seem useful to you.

GROUP MAINTENANCE BEHAVIORSHelpful
BehaviorsPerson

1. Gives praise.
2. Encourages quiet member.
3. Tells joke or says something to get a laugh.
4. Smooths over personal differences.
5. Expresses a positive feeling about group.
6. Points out common elements in members contributions.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. Gives praise. | | | | | | | | | | |
| 2. Encourages quiet member. | | | | | | | | | | |
| 3. Tells joke or says something to get a laugh. | | | | | | | | | | |
| 4. Smooths over personal differences. | | | | | | | | | | |
| 5. Expresses a positive feeling about group. | | | | | | | | | | |
| 6. Points out common elements in members contributions. | | | | | | | | | | |

Unhelpful
Behaviors

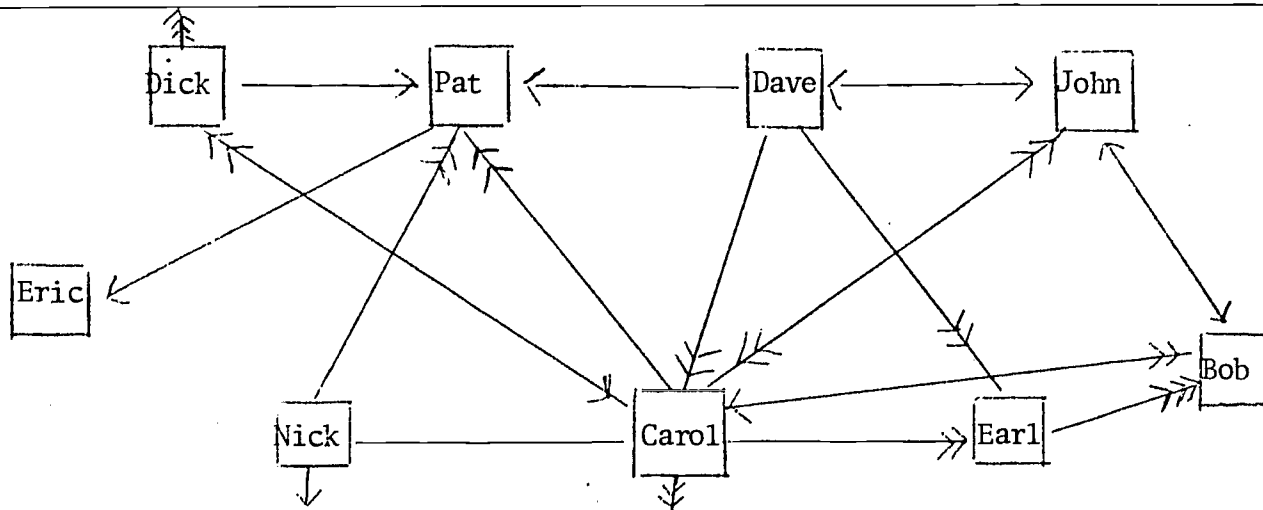
1. Holds private conversations.
2. Makes long speeches which seem to irritate others.
3. Interrupts others.
4. Ridicules others.
5. Blocks discussion of ideas.
6. Attacks persons in group.
7. Discusses personal problems.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. Holds private conversations. | | | | | | | | | | |
| 2. Makes long speeches which seem to irritate others. | | | | | | | | | | |
| 3. Interrupts others. | | | | | | | | | | |
| 4. Ridicules others. | | | | | | | | | | |
| 5. Blocks discussion of ideas. | | | | | | | | | | |
| 6. Attacks persons in group. | | | | | | | | | | |
| 7. Discusses personal problems. | | | | | | | | | | |

Group Interaction Patterns

This technique is a form of a sociogram. It is a diagram that shows who talks to whom within the group.

- Step 1. Get a large blank piece of paper. On the paper draw as many squares or circles as there are people in the group. Write names of people in the enclosures. Draw your squares or circles in roughly the same position as members of the group are positioned.
- Step 2. Draw a line around the total group of squares.
- Step 3. When one member of the group speaks to another, draw an arrow between them. Make a head of the arrow indicating the person spoken to. If the person replies, draw an arrowhead on the same line, but pointing in the opposite direction.
- Step 4. When a member of the group is talking to the whole group, draw an arrow to the outside enclosing line.
- Step 5. Observers of groups do not sit with, but outside, the group. Observers of groups do not interact verbally or non-verbally with the group. If possible, they become invisible by making little eye contact, by being quiet and as unobtrusive.



Depending on your skill as an observer and the neatness with which you can record data, you can add refinements to the sociogram.

1. You can record the number of seconds of each communication.
2. You can record by a number the order of the communications.
3. You can use a simple letter system to categorize the type of communication; e.g., question, maintenance behavior, task behavior, etc.

ACTIVITY XIII

MODELS OF SUPERVISION

Purposes of this Workshop Series - June 1975

1. By the end of the workshops you will have enough understanding of various models of supervision to select, adapt and apply those with which you are most comfortable and which best fit the situations and people with whom you work.
2. You will also have clarified your own values about specific supervisory techniques you feel are most appropriate.

Introduction

We must develop flexible patterns of supervision in education. We must be able, in our development of models of supervision, to allow for and build upon the cherished differences among us.

Our various models of supervision must also come from our own skills and needs as people who supervise. We have an obligation to develop as wide a range of skills as we can manage to use competently; but we must also ensure that whatever arrangements we use do not violate our own values and beliefs. To allow this to occur would not only infringe upon our own freedom, but would result in ineffective supervision. We not only have a right to a value position, but we have an equal obligation to express it, while refraining from imposing it on others.

A Model of Supervision

My definition of a model is the ways in which you organize and deploy the resources available for supervision.

For most models there is a coherent rationale which provides a unity to your actions. Sometimes this rationale is a pragmatic one, that is, it works; but usually the rationale has some theoretical basis as well. I do not believe that any one model of supervision is appropriate or effective for all members of any staff.

Organization of this Presentation

In this presentation I will describe both a rationale and organization for four discrete models of supervision. We try to be explicit and detailed enough that you could implement any of these models if you choose to do so. Implementation also depends on necessary skills being present at minimally facilitative levels. Further, you could explain these models to anyone whom you supervise. Explain means here that you are able to present a logical and coherent set of propositions and organizations about supervision. Almost all professionals and most intelligent lay persons will understand the explanation you give well enough to ask clear questions about it.

THE CLINICAL MODEL OF SUPERVISION

Clinical supervision focuses on direct intervention with individual teachers. It is based on supervisor's observation and data gathering of the teachers' practice in the teaching-learning situation. Almost always, Clinical Supervision is a direct one-to-one involvement of supervisor with the instructor. It uses the cycle of supervision as an operating base of procedures. Through series of conferences based on data gathered in instructional interactions, strengths and weaknesses of the instruction are jointly diagnosed, decisions made about priorities, plans for changes based on these priorities completed and implementation of the changes occurs. After evaluation of the results new directions are set.

The first guideline stems from personal experience. We have found that if we tried to work with more than two or three instructors per day using clinical techniques, that is, following the clinical cycle with a pre-conference, and observation and a post-observation conference, we were psychologically exhausted. Either our attention would wander or we developed headaches from concentrated efforts. If you really believe in clinical supervision for some of your practice, you must carefully manage your scheduling and your load so that you can continue to get the results

you would like while you enjoy it enough to want to continue. This means that if we were to devote most of our time and energy to actual clinical supervisory practice, the maximum productive numbers of conferences and people to be worked with in this way would be about fifteen (15) per week.

Since everyone does not need to see you every day or week, you can probably develop some reasonable and effective clinical relationship with no more than about 15 - 20 people -- if you are devoting full-time to supervision, if you are well organized, and if that group of people works near each other. This number assumes secretarial support services, a curriculum resources center, etc. If you are implementing major new programs which require new skills, then we suggest a supervisor to staff ration of about one (1) supervisor to 8 - 10 instructors. These numbers indicate one of the two major problems associated with a large scale implementation of clinical supervision. The other major problem with the implementation of clinical supervision on a large scale is the high level of special skill needed by the supervisor. There simply are not that many people around with these very expensive skills. The mastery of the skills subsequent to their initial learning is a matter of years' practice, even if the practice is itself supervised.

One additional problem, but one that can be managed, is the very real constraint imposed on those supervisory

personnel who are also required to do some form of official rating of supervisees. The anxiety of this threat can be much reduced by carefully establishing the relationship between supervisory and supervisee. Factors in this honest relationship are:

- ...being very clear about each other's responsibilities and obligations within the relationship;
- ...operating consistently within the guidelines you established when setting up this relationship;
- ...being sure that there are no hidden agenda or values in your practice;
- ...taking time to elicit, to listen and to respond to feedback about your supervisory practice.

Clinical Supervision may be the model of choice for those supervisees who need intensive relationships to make the changes in their instructional behavior that they need or want. Subtle or difficult changes often require this kind of energy. Sometime you wish to make this kind of energy commitment available to special groups of instructors, e.g., first year people. Decide for whom and how often you can afford to develop clinical supervisory relationships.

GOAL ORIENTED SUPERVISION

This model of supervision is derived from behaviorist or reinforcement psychology principles. Here we mean positive reinforcement toward clear behaviors, reinforcement schedules and task analyses to improve chances of success. To us, these principles suggest at least one very clear set of procedures for supervision. Our procedures begin with joint decisions on a very clear set of goals for instruction. Next, a complete behavioral analysis of the steps leading to those goals. Then, reinforce instructors as they move to the performance of the steps. Determine appropriate reinforcers for various supervisees. Continue to reinforce the instructors as they reach the goals. Set up various reinforcement schedules to maintain the behaviors desired at the expected levels.

It is relatively simple to mechanically state these steps. Their performance may require subtle insight and careful planning.

Specifically, in supervision a model using these principles is one called goal oriented supervision. What we are trying to do is set up a contingency system using variable ratio reinforcement to establish performance at agreed levels.

Within this model we adhere to the criteria for effective intervention by explaining the processes to the supervisee, jointly setting individual goals and behaviors within the context of larger system goals, and negotiating the reinforcement schedule. Meeting of Maslow higher level needs provides much of the basis for the reinforcement.

The following explains how the model works.

First, explain to the instructional staff how the model works. Explain the sequence of steps and each party's responsibilities. Get people who are interested in this model to then sit down with you and work out its implications for them.

Next, secure enough data on each instructor's teaching, goals and needs to identify areas of emphasis in the supervision. This data may be secured through any or several of the following supervisor observations, audio or video taping, formal and informal student feedback, an inventory of instructional goals for the system, or a review of personal goals of the instructor or of the instructional team.

Following this data collection, you and the instructor analyze it to decide on the specific areas of emphasis. Explain the intent and implications of this emphasis fully.

Now, write the best list of specific instructor behaviors which you and the instructor believe will help achieve the goals of this supervisory effort. Write these instructor behaviors in the following format:

1. Today I
2. Today I

Keep the behavior statements short, unambiguous and un-dimensional. Some examples may help here. They follow:

1. Today I began each instructional period on time. Yes
—
2. Today I had at least two small instructional groups operating in every instructional period. —
3. Today I gave feedback in some form to each of my students. —

Select the 12 - 15 behavior statements most closely associated (by mutual agreement) with the areas of emphasis you have established for the supervision. Decide on appropriate levels of performance for each behavior.

Now, design a one-page form with the following information on it:

Name, Date, Major Goals of the Supervision and a list of the 12 - 15 behavior statements which are deemed most closely related to these major goals.

Leave a short section at the bottom of the form for comments and suggestions.

Now duplicate at least three weeks' worth of these forms. You are ready to begin with the actual reinforcement sequence toward use of the behaviors at the selected level of performance. (A sample form is enclosed at the end of this section.)

Be sure that a column headed "Yes" appears after each statement. (See samples) This column is for supervisee and supervisor checking each time the form is used.

Now, explain that the supervisee is to go over this form each day during a quiet time and conscientiously think about whether or not they have met the performance standard set for each statement. On those they believe they have met they check under the "Yes" column. Those not met are left blank. There is not a "no" column on this form.

The supervisor does two things to reinforce this performance expectation. One, he on a variable ratio schedule (shorter periods 2-3 times/week at first, perhaps 1 time in every week or ten-day period later), drops in and reinforces verbally the regular keeping of this record. He sits down during this visit and goes over the cumulating records. Besides specifically verbally reinforcing the achievement of these goals achieved, he helps the supervisee identify ways to achieve those goals not yet mastered at the stated levels. Additionally, he helps reaffirm the desirability of meeting all the behavior standards on the lists.

The second obligation of the supervisor is to make occasional corroborating observations of the instruction to be sure that the supervisee and supervisor do indeed share the same perceptions of the performance achievement.

As the goals and performance behaviors all seem regularly achieved, the supervisor and supervisee may wish to begin again and redefine new areas of concentration. Make new goal and behavior lists when they become appropriate.

Occasionally, get out the original forms to be sure that behaviors already learned are maintained at desired levels of mastery. Revisiting the old behaviors at irregular intervals should constitute an effective variable ratio reinforcement schedule.

Some supervisors are very much put off by the language and assumptions of behaviorism. As I have defined this model, the supervisee has control of the issues to be treated since he participates in their selection. There are no secret contingencies hidden from anyone. I do know that behavior modification is an extremely effective technique which can help supervisees to learn more effective behavior.

Some guidelines found effective are:

1. Make your goal statements and instructor behaviors as focused and specific as possible.
2. Try hard to clearly reinforce the regular and careful completion of the lists. Do not punish the person for non-achievement; reward for achievement.

4. When certain goals are not achieved or when certain behaviors are not observable, be sure that these are re-established as goals and that you help the supervisee work out specific procedures for achievement at the defined levels.

This model may be appropriate for several categories of people; those for whom no other system seems to be working, those who honestly prefer this kind of specific direction, those who cannot translate goals into specific behaviors, and those who are already beyond minimum expectations in most skills.

Most of the time is use in establishing the goals and in reinforcing supervisees focusing on them and their achievement of them. A much smaller percentage of time is spent in extended observations or in lengthy conferences. The reinforcement conferences may take 5 - 10 minutes each. Much of the responsibility for the supervision is thus transferred to the supervisee where it ultimately must rest anyway.

Of course a key to this model's effectiveness, beyond those already stated, is the morale, the attitude, the intent of the supervisor and supervisees using it. Filling out the daily goal list, the reinforcement, the thinking of each party as they meet in short concentrated conferences --

all these can become cursory, mindless exercises, or they can become thoughtful times of self-evaluation and self-growth. Since the supervisor can control your own behavior, it appears that careful, clear implementation of this model of supervision is the independent variable in its success.

SAMPLE GOAL ORIENTED CHECKLIST

Date _____

NAME _____

GOAL I - It is my goal to make each student feel successful in this class.

Behaviors supporting Goal I:

Yes

Today I used each student's name at least once.

Today I gave praise to each student about something he/she said or did related to the class objectives.

Today I had eye contact with each student in the class at least once.

Today almost every student mastered at least one learning task in this class.

Today some student who was not successful yesterday made progress toward mastery of a skill or attitude

GOAL II - It is my goal to give each student some actual practice in the skills and attitudes being learned here.

1. Today every student had at least five minutes individual practice working on some skill or attitude.

2. Today at least 80% of the students got some feedback from me on their performance of the tasks they were doing.

Yes

3. Today more than half the students had some opportunity to assist others in the group in learning some skill we were working on. _____
4. Today some student volunteered a new way to work on a skill or attitude(s) he/she was learning. _____

COMMENTS (These may include: procedures to get more complete mastery of the checklist; other statements which might be added to the checklist; new directions you wish to go; or statements of your feelings about the day.)

VALUES CLARIFICATION SUPERVISION

This model of supervision is developed from the concepts of ego-counseling, and the work of Raths, Harmin, Simon, et al., on values clarification. Before we describe this model we should make clear the fact that the supervisor using it will need to possess or develop a high level of skill in leading extended non-evaluative meetings of groups of 8-12 instructors.

It has been found that short series of ego-counseling sessions oriented to helping teachers clarify their roles as instructors, with no other supervisory input by him, was significantly associated with improved perceptions of their teaching performance by cooperating teachers and others who were evaluating their professional behavior.

I believe that many instructors are not at all sure of their roles vis-a-vis students and instruction. This lack of clarity exists across many levels of experience.

"Who's in Charge Here," must I set rules, do I teach content or process or students or all three, can I have clear expectations of students, what are other expectations of me, etc? Even for those lucky enough to have clear unconflicted answers to most of these questions, their

behaviors are not always consistent with their answers.
The messages their students receive are not those intended.

The intent of this model of supervision is to help groups of supervisors working together to clarify their individual role perceptions and to develop behaviors which are consistently perceived as congruent with their values as instructors.

THE MODEL

The first step in this model is for the supervisor to share in both written and verbal form the intent, organization and responsibilities of those who wish to take part in these clarification sessions. This sharing includes issues like time required, behaviors which are helpful within the group, the degree of trust and confidentiality required within and outside the group, possible outcomes, etc.

At a staff meeting where all can hear the same things, list the requirements. Then, ask for volunteers who are willing to try these procedures. You will be asking for a series of 6-8 meetings of an hour to an hour and a half. Probably about one meeting per week is sufficient for enough thinking to go on between them. Of course, you will indicate guidelines with individuals before they come to the meeting so that you will be sure there is enough interest among your total group to ensure at least one small group using this model. The discussions in the meetings are almost always fun and perceived as useful by most group members. An incidental outcome of these groups seems always to be greater knowing and commitment to others in the group. If the staff seems to be somewhat isolated from each other, and also seems to be moving in disparate directions, this model may be very useful in overcoming the problems often associated with these symptoms. Schedule the meetings in a place where members can sit in a comfortable circle, easily hear each other and not be disturbed by outside distractions (e.g., people wanting to use the room, P. A. systems making announcements, telephones).

At the first meeting use the following short lecturette to the group after they are seated:

"Today, as you know, we are beginning a series of meetings whose purpose is to help each of us define clearly what we are about as instructors. Once we have clearly explained

to ourselves and others what our objectives are about, then we shall help each other examine appropriate behaviors which will most likely assist in the achievement of our individual instructional goals. Members of the group will assist each other by actively listening and by seeking to understand what others are saying. Along the way we will be reporting back to each other whether our verbal and non-verbal behavior within the group seems internally consistent goals as instructors. This is neither sensitivity training nor really even communication training. It is an opportunity for you to verbalize what you are trying to accomplish as an instructor while having a receptive audience interested in giving you feedback on their understanding of your communication."

"There are certain behaviors on each of our parts which will help the members of the group learn from our interactions. There has to be a fairly high level of trust within the group. This is built by non-evaluative feedback to persons trying to think through an idea. Non-evaluative feedback means that none of us is telling others of the rightness or wrongness of their views. We are listening to understand -- to help the other understand what is being said. Trust is also built by each of us when we refrain from discussing things said in the group with outside others who cannot know the total context of the communication. We can also encourage trust when we show caring for other members of the group by listening to what they are saying, and making any comments we have to them in the group. Side conversations and interruptions of speakers tend to reduce levels of trust.

"We will be practicing techniques of paraphrasing perception checking values, clarification questions, and confrontation questions as ways for you to be more effective in helping the group operate effectively.

"What is going to happen in this whole series of meetings is that each of us will state and clarify, until all in the group understand, how you see yourself operating as an instructor. Then we will try to look at others' expectations for us, the degree of sets of expectations, and our behaviors which result from these various forces and our reactions to them. Any questions?"

"Let's begin with a simple exercise which gives you practice in paraphrasing and perception checking."

Now briefly explain these two techniques to all group members. You set a topic and put a time limit of 10 or 15 minutes on it. The topic is some issue current in your instructional setting, e.g., grading, rules, rating and evaluation, etc. Each group member is asked to express an opinion on the issue, but before they can make their own contribution they must first paraphrase the previous member's contribution. This paraphrase must include both the cognitive and the affective messages. When the previous speaker nods agreement that the ideas have been accurately reflected the new speaker may make his/her own contribution. No member may make a second contribution until all members of the group have made an initial contribution.

Make up your own short exercise which gives members a chance to practice asking for perception checks on their own communications.

Now you are ready to begin asking a series of questions to the whole group. Each member will use paraphrasing and perception checks as they feel they are appropriate to clarifying the discussion or their own understanding of the ideas being expressed.

The first major question to be treated in this series of meetings is the following:

"What are your beliefs about the ideal, average and the poor teacher?"

What you are after here is for group members to state and clarify their values about what constitutes good teaching.

One good way to get members of the group into this discussion is to ask them to take a piece of paper and to describe their ideal, average and poor teacher. Having finished this written description, members of the group are asked to share their responses and to try to understand others' responses.

Your role as group leader is to help members stay in the non-evaluative mode, to practice non-judgmental paraphrases, and to ask each other for perception checks. You will also be encouraging all members to both share their own views and to actively listen to others' views.

Let this discussion and the sharing go as long as it needs to get all members' participation. In this first meeting you may have to overtly encourage some reticent members to participate.

As members of the group complete their sharing of their values about teaching, your role shifts to raising questions about what behaviors are implied by these values. What are members expectations of the ways they should behave if they believe in the things they have stated. (depending on the size of the group and its talkativeness, you may be in the middle of the 2nd or 3rd meeting by this time. Don't try to rush through this, but keep one or two members from dominating the group.)

In sequence, the next questions to be asked around this topic are:

What are others significant expectations to others, e.g., supervisors, bosses, students, parents, community, around these same issues of ideal, average and poor teacher behaviors?

What, if any, incongruencies do you perceive among these various groups of expectations?

What of your own behavior is congruent or incongruent with your own expectations for yourself as an instructor?

Finally, in this series of questions:

How do you resolve any of the conflicting expectations that you and others have for you?

You, as leader, and members of the group may notice that members of the group may begin to restate or clarify or shift their positions on some issues. Of course, this is the purpose of the meetings. These clarifications or shifts will occur more frequently in a non-evaluative atmosphere which you are continuing to reinforce.

At the same time, you may need to take some formal breaks in the content discussion to give members of the group practice in using values, clarification questions and confrontation questions. You may be into the 3rd, 4th or 5th meeting in this series by this time. The next sequence of the meetings may need one or two meetings to prepare.

It is important for each member of the group to know, in addition to their own perceptions, of their instructional behavior, other perceptions. Plan a meeting where you help individuals and groups to design some data collection devices that they may give their students to determine their students' perception of instructor behaviors. Each member commits himself/herself to using this device to collecting data on the member's own instructional behavior. This data is summarized by the individual member and either its summary or the original data is brought back to the group for discussion. Implications for each instructor of this data are discussed and each member decides what the next steps are in their attempts to improve instruction.

Additional topics or strategies like the following can be introduced with the group:

1. Bring in a short reading or letter containing a point of view on some pertinent educational matter. Let the group share their reactions to it and relate their reactions to some earlier expressed values or behaviors.
2. Bring in your organization goals and have the group discuss their relative congruence with members expressed values and perceptions of instructional behavior.

3. Examine organization rules and policies with the same focii.
4. Relate various incidents which occurred in the organization and let members react to them from their value positions.
5. Have members discuss incidents in which they felt a role conflict. Have them relate what they did about the conflict and how they might react now.
6. Ask members to bring topics or issues to the group.
7. Some members may have tried some new ways of doing, things since they began with the group. Encourage these to be shared.

At this point you have met your initial objectives for this supervisory model. The group can be discontinued or given new direction by the members. Your own individual supervision may be related to what was happening to the group members or not, as you wish.

Guidelines For Using This Model

The supervisor must participate in this values clarification model of supervision at several different levels. You set the tone, expectations and morale of the group. You are most responsible for protecting individual members of the group from others' evaluative excesses. Your behavior is a model for others in using the paraphrase, perception checks, values clarification questions and confrontation questions. This suggests that at various times you must participate in the group as a member, sharing your values, and reporting your perceptions. You must sometimes reinforce members who are trying the various techniques, or who are risking expressions of their values.

Keep the sessions from getting too long. Listening and responding to others in this way requires lots of energy. Don't let the members get too tired in one session.

Don't be afraid to cut off a discussion if you feel some members are attacking others. But do share your perceptions of what you think is happening in the discussion.

One of your additional roles is to report on your perceptions of the processes you see and hear going on in the group.

One final suggestion. Move slowly enough with each issue you introduce to allow each member an adequate time to participate. A

sense of moving through an agenda at a predetermined rate is deadly to a sharing thoughtful atmosphere. You do not want the sessions to drag, but that may be better than your appearing to be in a rush.

PEER SUPERVISION

This final model of supervision I wish to describe is most appropriate for more experienced professional educators who wish to work together on some instructional techniques or special content.

Two or more basic skills teachers may be writing special units of materials which they wish to try out. Peer supervision may be appropriate for them.

A group of teachers trying to develop skills in behavior modification may find peer supervision helpful in their attempts to get significant amounts of focused feedback in short periods of time.

Other teachers who may find common needs or who feel they need special skills not yet developed by the regular supervisor may find peer supervision helpful.

One final group for whom the regular supervisor is perceived as a source of anxiety may want to begin with peer supervision.

A Definition

What I mean by peer supervision is what is implied by examples. Two or more professional equals establish some goals and some formal

or informal procedures for working together to improve their instructional competence. Joint planning of instructional goals and procedures at some level is also part of this process. The supervisor's role in this model of peer supervision is to meet with the peer teams on a regular, but relatively infrequent basis, to help them set goals, evaluate results and teach them supervisory techniques needed to do an effective job.

Peer supervision begins as do all other models with a setting of relationships and an explanation of boundaries -- the structure of what is going to happen. This honest beginning sets a tone for this model to be a real help and not just a way to avoid the supervisor.

The next step is for the supervisor to meet with those teams who have decided to work in this way. At these individual team meetings the supervisor helps the teams in the selection of specific goals, establishing of specific procedures, and decisions on evaluative criteria for the supervision. In addition, the supervisor establishes his role with the team.

The selection of specific goals is a step most teams have trouble with initially. "I want to improve my questioning technique," is not a specific goal. It is difficult to plan for, to observe and to evaluate. "I want to ask why questions at least as often as what questions," is a much more specific goal around which supervision can be planned. As supervisor in this model, you may have to teach your teams to establish this second kind of goal.

Establishing specific procedures has at least two dimensions. The first of these is for the team to plan specific instructional procedures to reach the goal toward which the team is working. Most teams need help in this dimension. The second dimension is to establish specific supervisory procedures. Who is going to observe whom how often? What data needs to be observed and collected? How is this data to be fed back to the other(s) in the team? What additional formal help is needed by the supervisor?

Establishing evaluative criteria for the instructional procedures being worked out and for the supervision are processes most teams will be able to do better with trained help, at least in the beginning.

The basic question to continue to ask is how will you know if you have succeeded in your goals? Probably the most productive role for the supervisor in peer supervision is to help make these initial decisions with the team, and then to check back with the team on a variable ratio basis. More often until you see that the effort is working productively, and less often after that. Your checking back can take one of two major forms. First, you can stop in when the team is meeting (you know the schedule of their meetings), and listen and ask questions about how well the plans are being carried out. You also can offer help and support when requested or when in your judgement it is needed. A second way for you to monitor the progress is to plan with the team and then sit in on an observation and feedback conference. In this second form of helping, you can reinforce the supervisory procedures and the instructional improvements, and you can identify further observational, planning, and evaluative strategies the team needs.

Your role subsequent to this is again the endlessly cyclical one of reinforcing, teaching, and assisting in raising the expectation levels for instructional performances to new high records.

Self-supervision by individual teachers could follow this peer supervision model almost exactly. The only requirement is that the instructor using the model must become increasingly capable of holding meaningful and reasonably logical and objective conversations with himself.

Guidelines For Using This Model

The key to success with this model is the establishment of a clear contract with members of the peer teams. Most instructors, however good their personal and professional relationships with other members of their team, will not supervise each other in the sense I have defined here unless they are encouraged to do so by some outside authority figure on whom they can lay the responsibility. You qualify; and if you don't accept this role, they won't accept the supervisory role with each other. They then maintain the polite fiction that the things they are saying to each other are all because you told them they had to. Thus, they really haven't changed their relationship; they are only playing a role. If this harmless transparent deception is necessary for this model to work, then you shouldn't really mind playing the game. Actually, all parties usually enjoy their new roles and the addition of this new dimension to an already viable relationship. Peer supervision should not be legislated on anyone. It will work less well than other already legitimated models of supervision if the members of the peer team do not already have some common base of respect and liking for each other.