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ABSTRACT

The aims of this symposium are to examine and discuss critically the findings of a major survey of practices in instructional supervision. Data from over 1,000 teachers and their supervisors in central Pennsylvania were compiled, and findings are reported in four sections. The first section is an introduction focusing on the theoretical foundations, design, and implementation of the study to date. The second and third sections review data in order to generate a general understanding of teachers' and supervisors' experiences with and perceptions of instructional supervision. The review of teachers' data first presents respondents' general perceptions of the supervision experienced, and this is followed by an examination of a set of supervisory practices often discussed in the supervisory literature and an analysis of teachers' perceptions of the relationships between these practices and actual improvements in classroom teaching. The third section focuses on supervisors' data, presenting an initial interpretation of supervisors' reports on their practices and perceptions of instructional supervision. The final section compares and contrasts teacher and supervisor data and briefly describes future directions of the study. Appendix A provides an address to write to for information regarding the survey used in the study, and Appendix B contains a set of tables showing the data obtained from the study. (TE)

THE SURVEY OF SUPERVISORY PRACTICES

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The Survey of Supervisory Practices

A Symposium on Instructional Supervision

The aims of the symposium are to examine and discuss critically the findings of a major survey of supervisory practices.

Clinical supervision has been advocated in the literature for many years. While it has been described, argued, and praised, the question here is to what extent is it practiced in the nation's schools. Not since the Tennessee study (Lovell, 1978) has there been a major attempt to depict supervision as it is practiced in schools. How often are teachers observed by a supervisor? What procedures are followed: Is the relationship truly a "private cold war" as Blumberg (1980) depicts it? Are aspects that characterize the concept of clinical supervision (such as preobservation conferences, the collection of observatioal data, teacher involvement in data interpretation, and cyclic implementation) present in the supervision teachers experience? How do teachers describe the supervisory experience? Do their supervisors concur? Does either group report that classroom teaching is positively influenced by instructional supervision? The data from this large-scale survey provide insights into these uncertain areas. While the study was limited to supervisory practices in central Pennsylvania and, thus. should be generalized most cautiously, the data from over 1,000 teachers and their supervisors form a comprehensive base for describing supervisory practices in the schools of the 80's. Furthermore, the instrument developed to collect these data may well be helpful to supervision researchers concerned with describing and comparing supervisory practices and their effects in varied settings.

THE SURVEY OF SUPERVISORY PRACTICES

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Introduction

A recent commercial for a chain of fast-food restaurants features three elderly ladies standing at a counter being presented with an enormous hamburger. Upon investigation, the three discover what they have been served to be more roll than anything else and one of the women insistently demands, "Where's the beef?" The student of instructional supervision might raise a parallel question about the literature on instructional supervision. That literature might be depicted as an enormous hamburger, replete with bun and condiments in the form of espoused goals for supervision, definitions of supervision, and theorizing about improving supervisory practice, but containing few investigations of the actual practice of instructional supervision -- investigations which constitute the literature's small, but precious, bit of meat.

The value of this bit of meat to the supervision literature seems evident yet little research can be found on the realities of instructional supervision as it is practiced and perceived. Before we, in the universities, theorize about improving instructional supervision, shouldn't we know what is actually being done? And how effective it is in improving instruction? And how supervisors and teachers perceive its goals and practices?

Our theorizing would be even better informed if we could support our assertions that survey research, which constitutes the bulk of existing research on instructional supervision, is an accurate representation of the realities of instructional supervision, but what evidence do we have that these survey data are to be trusted? Must we not suspect that supervisors' self reports on surveys are inevitably colored by their sense of what should be?

In summary, if our theorizing is to nourish the growth and development of instructional supervision we must accomplish two goals. We must begin and continue to collect data which depict the actual practice of instructional supervision

and we must assure ourselves that the survey methodology we often employ is a valid and reliable source of data. For if we were forced to intemperately eliminate survey data from the instructional supervision literature, I fear we would suddenly find ourselves vegetarians, researchers without any data.

This paper represents the theoretical platform which shaped this investigation of supervisory practice and the design and implementation of the study.

Theoretical Foundation

An extensive review of supervisory literature by Sullivan (1980) suggests that on one point, across time and authors, there is consensus: the purpose of instructional supervision is the improvement of instruction. However, there is not any consensus as to how this worthy goal might best be achieved. Indeed, the most recent major survey of instructional supervisory practices (Sturges, et al., 1978) suggests that we are not achieving our goal; teachers rarely reported that instructional supervision was very helpful in improving their teaching.

The three perspectives, neoscientific, human resources, and organizational, which currently dominate the literature on instructional supervision suggest different roles and behaviors for instructional supervisors. Which, if any, of these perspectives are evident in the instructional supervision currently being practiced in the public schools? Do teachers perceive the behaviors implied by the perspectives as effecting improvements in instruction? A review of the development, tenets, and supervisory practices of each perspective will set the stage for a discussion of these questions.

Neoscientific Perspective

Early in the 1900's the rapidly expanding public schools adopted the scientific management practices in vogue in industry. Experts were charged with increasing the efficiency of the educational system. Supervision of teachers took on the legitimacy of being "scientific" in that there was a search for "knowledge of optimum methods to be employed by teachers" (McNeil, 1982, pp. 18-19) to produce greater student achievement. Teachers were viewed as workers who lacked expertise and needed administrators to provide specific directions and methods (Johnson, 1984). Bobbitt (1913) acknowledged this lack of confidence in teachers when he called for the provision of "detailed instructions as to the work to be done, the standards to be reached, the methods to be employed, and the appliances to be

used" (p. 89). In scientific management, the supervision was product oriented, focusing on the task of teaching and teaching procedures, not on individuals and interactions. Teachers were seen as interchangeable parts of the school machinery who needed expert direction (Cubberly, 1916).

Scientific management fell into disfavor and human relations management became a dominant force in the changing political and economic climate surrounding the Second World War. In theory, human relations management was still product oriented -- aimed at improving instruction. The focus, however, was no longer on specific task procedures. Instead, human relations management sought to improve the product by focusing on individuals and interactions. In practice, the focus on individuals and interactions often became the goal of supervision, displacing the original goal of improving instruction.

Pressure on the schools mounted as Sputnik, the first Coleman Report, declining SAT scores, violence, and myriad other factors increased public concern about the quality of education in our schools. The presence of these conditions, combined with a taxpayer revolt, produced an "accountability" movement and a resurgence in the concern for "output." This movement to accountability was incompatible with the human relations supervision commonly practiced and led to the resurrection of scientific management in a new form which Sergiovanni and Starratt (1983) have labeled "neoscientific management." Like scientific management, neoscientific management focused on control and efficiency using external standards and measures to improve instruction. Neoscientific supervision once again focused on the task and task procedures of teaching through curriculum development, standardized observations of teachers, and applications of research to establish external standards for performance.

Two factors have encouraged the adoption of neoscientific supervisory practices. First, recent process-product research on teacher and school

effectiveness has given the neoscientific supervisor a knowledge base Bobbitt never had. Second, the advent of collective bargaining has contributed to the specification of exact procedures and standards for supervision and evaluation. This specification of uniform standards is consistent with neoscientific supervision which works to improve instruction through supervisory observations of teaching based on standard, externally developed instruments, comparisons of teachers' work to uniform, external standards, and the prescription of improvements to be made.

Human Resources Perspective

In the period immediately preceding and following the Second World War, economic depression and the threat of world domination created a climate in which existing institutional orders could be questioned. In this climate, the autocratic practices of scientific management were debated and human relations management, which was seen as more consistent with democratic ideals, gained stature.

Human relations management originated in the work of Mary Parker Follett (1924) and was empirically supported by the Hawthorne studies conducted at Western Electric by Elton Mayo. Mayo attributed increases in productivity to workers' sense of collaboration which seemed to fulfill higher order needs identified by Maslow (Roethlisberger & Dickson, 1939). Thus, the focus of management shifted from the "task orientation" of scientific management to a "people orientation" (Hersey & Blanchard, 1977). Teachers were seen as "whole persons in their own right" (Sergiovanni & Starratt, 1983, p. 3) who could be more easily manipulated toward organizational goals by making them feel important through shared decision making and the development of personal relationships.

Applications of human relations management in educational settings rarely matched the original concept. In practice, the people process intended to facilitate achievement of the end product, became the focus of supervision, displacing the original goal of improving instruction. This goal displacement produced educational supervision which emphasized personal feelings, comfortable relationshps, and

concern for teachers as individuals to the extent that organizational goals and tasks were neglected (R. E. Miles, 1965). Classroom observations and evaluations of specific teaching behaviors were no longer emphasized. This neglect of organizational goals and of teachers in their classrooms made human relations supervision an easy target for the accountability movement which advocated neoscientific management.

As the popularity of human relations management dwindled, a new perspective was evolving: human resources management. Building upon the work of Getzels and Guba (1957), McGregor (1960), and Herzberg (1959), the human resources perspective sought to integrate the process orientation of human relations with the task focus of scientific management in order to create an environment which fulfilled both organizational and individual needs.

The basic difference of the human resources approach from scientific management and human relations management is its integration of the needs of individuals with the purposes of the school (Sergiovanni, 1982). A mutuality of interests is emphasized. The human resources approach incorporates the task focus of scientific management with the human relations emphasis on interpersonal climate and social needs. Hence, the thrust of human resources is to create an environment which taps the skills, energy, and creative ability of the total members of the organization (R. E. Miles, 1965). It presents members with a challenge and responsibility to achieve goals, while providing feedback on accomplishments to all involved members of the organization (Sergiovanni, 1982). In human resources management, the organization is responsible for involving members and building a common commitment to the achievement of goals which benefit the school, students, colleagues, and personal needs (Sergiovanni, 1982; Sergiovanni & Starratt, 1983; Steers & Porter, 1979).

Sergiovanni and Starratt (1983) suggest that the human resources perspective is especially functional in the professional bureaucracies of schools because it

recognizes the limitations imposed on administrators by norms of autonomy and professional expertise. Recent writings by Ouchi (1981), Peters and Waterman (1982), and Pascale and Athos (1981) have reinforced the popularity of this perspective. One of the popular models of instructional supervision, clinical supervision (Cogan, 1973), also advocates practices congruent with human resources. Other supervisory techniques often associated with human resources supervision include: job enrichment, shared decision making, and job embedded staff development.

Organizational Perspective

At the turn of the century the organizations of public education were growing rapidly. In an attempt to impose some order on these organizations, administrators and theorists turned to the bureaucratic model then in vogue in industry. Expert managers were put in charge of schools in which bureaucratic principles of hierarchical authority and division of labor would produce a well-defined structure for school administration (Callahan, 1962; Cubberly, 1916; Tyack, 1974).

The old image of schools as bureaucratic structures remains firmly in place, but in actual practice these structures are a facade maintained by adapting the bureaucratic structure to environmental pressures. This process of adaptation has produced what Bidwell (1965) referred to as "structural looseness" within school organizations. Weick (1976) advanced this notion, characterizing schools as "loosely coupled systems" which allow the professionals, teachers, to operate freely within their spheres of expertise. This looseness allows school organizations to accommodate the norms of professional autonomy which have developed in the teaching profession (Lortie, 1975). This norm combines with three other characteristics, the vagueness of educational goals (M.B. Miles, 1965), the weak work technology in education (M.B. Miles, 1965), and the physical isolation of teachers in their individual classrooms (Lortie, 1975), to create a structure in which teachers have been free to operate autonomously as long as they are within their supervisor's "zone of tolerance" (McGivney & Moynihan, 1972).

Teachers are thus what Weatherley and Lipsky (1978) refer to as "street level bureaucrats" because the service actually provided to the students amounts to whatever teachers decide it will be. This organizational structure suggests a laissez-faire approach to instructional supervision described by Guthrie and Willower (1973) as "supervision with a light touch." Instructional supervision, they said, could be characterized as a ritualistic practice of "ceremonial congratulations" performed with a "hands-off" approach. They suggest that this approach would allow teachers to perceive classroom observations as being positive while also being "essentially impotent as a method of improving instruction" (p. 289).

This view of supervision depicts a bureaucratic facade masking a laissez-faire, supervisory reality and suggests that the introduction of neoscientific supervision is likely to violate longstanding norms producing the "private, cold war" Blumberg (1980) depicts -- a situation in which each party views the other with distrust and in which supervisors' attempts to produce improvements in instruction are viewed as indictments of current practice and infringements on teachers' rightful autonomy.

Conflicting Perspectives

These perspectives on instructional supervision present very different images of supervisory practice. This study was designed to investigate the actual practice of instructional supervision, comparing practice to these theoretical perspectives.

Design

This study was undertaken with the belief that before we can improve the practice of instructional supervision it is necessary to discover what purposes, practices, and perceptions characterize current instructional supervision. The intent of this research is two-fold: (1) to begin to collect descriptive data on the practice of instructional supervision and (2) to triangulate data in an effort to evaluate the accuracy of survey responses and most clearly depict the realities of instructional supervision. Over the three tiers of this study, data sources will

include survey responses, interviews, and on-site observations. At this time, only survey responses from teachers and supervisors will be reported and compared.

In the first tier, teachers and supervisors responded to matched, but not identical questionnaires. This format makes it possible to consider the data of each group separately and also provides for the comparison of responses of the two groups. Finally, it will eventually permit the comparison of the responses of individual supervisors with those of the teachers they supervise.

The second tier consisted of telephone interviews with selected supervisors. These used a structured interview schedule containing forced choice and open-ended questions. The intent of this follow-up was to check the accuracy of survey responses and elicit additional information. Although these data have been collected, they have not yet been analyzed.

The third tier is to be an in-depth on-site evaluation of supervisory practices in one of the participating districts. Collaboratively designed with the district administration, this evaluation will include interviews with key personnel, on-site observations, possible readministration of the SSP, and administration of other instruments.

Instrumentation

The data reported from the first tier of this study were gathered with the instrument, Survey of Supervisory Practices (SSP). (See Appendix A.) In completing the survey, teachers and supervisors responded to matched, but not identical questionnaires. The surveys focused on in-class observations and related communications for the improvement of teaching practices. This focus led to the development of questions concerned with: (1) frequencies of supervisory practices, (2) the perceived purpose of supervision received during the school year, and (3) the perceived value of that supervision. The survey contained forced choice, short answer, and Likert-type items. The instruments were piloted in a district in the

intermediate unit which was not participating in the study. To improve clarity, some questions were subsequently revised.

Sampling

Selections of Districts

In the fall of 1982, all 12 districts in the local intermediate unit were invited to participate in the study during an intermediate unit meeting for district administrators. Any district that indicated initial interest received a telephone call to confirm the interest, to arrange a meeting providing further information about the study, and to tailor data collection procedures for the district. All six districts which indicated an initial interest chose to participate in the study. The seventh participating district, which borders the intermediate unit, was invited to participate because we were aware of efforts to examine and refine supervisory practice within the district.

All seven participating districts are K-12 districts. Students in six of the seven school districts are drawn from rural settings and small towns. The districts included two county-wide districts which have at least three senior high schools and multiple elementary schools, two districts with only one senior high school and multiple elementary schools, and two, very small, single campus, school districts. The seventh district included an area classified as a standard metropolitan area by the 1980 U. S. Census. This district had one senior high school and multiple elementary schools.

Data Source

The Survey of Supervisory Practices (SSP) was distributed to 1,681 teachers and 60 administrators designated by the districts as responsible for instructional supervision. Fifty-three supervisors and 1,078 teachers provided usable responses producing usable return rates of 88% and 64% respectively. All the responding supervisors provided usable responses. Eight responding teachers' forms were discarded as substantially incomplete.

Characteristics of Respondents

The teaching experience of the teacher respondents ranged from 1 to 39 years, with medians of 11 years for elementary teachers and 12 years for secondary teachers. Sixty-one percent of teacher respondents reported their highest degree was a bachelor's degree and thirty-eight percent reported holding a master's degree. Secondary teachers were slightly more likely to hold a master's degree than were elementary school teachers.

Supervisors responding to the survey reported 1 to 24 years of supervisory experience with medians of 10 years of experience as a supervisor, 8 years in the district, and 5 years in the present assignment. Thirty-eight percent were elementary supervisors, 56% were secondary supervisors, and 6% had K-12 responsibilities. Ninety-two percent of the respondents reported supervising more than one subject area. All the respondents reported classroom teaching experience, with a median of ten years experience. Fifty-three percent of the supervisors indicated that none of their teaching experience had been in the district in which they were now supervising. All the supervisors held advanced degrees; 83% held master's degrees and 17% held doctorates. Ninety-one percent of the respondents were males.

Questions

Three current perspectives on instructional supervision have been discussed. These perspectives suggest very different patterns of supervisory practices ranging from a laissez-faire "ceremonial congratulation," to a task-oriented prescriptive process, to a collaborative job enrichment model. What is really being done in the name of instructional supervision? Are supervisors and teachers engaged in happy collaboration on personally rewarding individualized programs which support organizational goals? Or are supervisors pursuing a rigorous schedule of observations and conferences designed to locate and repair faulty teaching? Or

have supervisors retired from the "war," occasionally emerging from their offices to deliver a laudatory warm fuzzy? Each of these could accurately caricature instructional supervision if one of these perspectives truly depicts the reality of instructional supervision. But we know that practice is rarely as pure as theory; it is likely that the reality is eclectic. What then really constitutes instructional supervision? Do teachers and supervisors see the same practices? How do they appraise the practices currently in place? Does the image of supervisory practice developed from questionnaire data match the image generated through interviews and on-site investigations? These are the questions this study was designed to explore. Answering these questions will require extensive and continuing data collection. This study begins that data collection process.

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Overview

This symposium will present data from the first tier of a three tier study of practices in instructional supervision as it exists in a given area. The symposium will be presented in five sections, followed by the responses of two critics, Dr. Noreen Garman and Dr. Thomas Sergiovanni, and audience questions. The symposium begins with an introduction of the study focusing on the theoretical foundations of the study, the design of the study, and the implementation of the study to date. The second and third sections of the symposium will review data in order to generate a general understanding of teachers' and supervisors' experiences with and perceptions of instructional supervision. The review of teachers' data will first present general perceptions of the supervision experienced. Extra attention will then be given to a set of supervisory practices often discussed in the supervisory literature, analyzing teachers' perceptions of the relationships between these practices and actual improvements in classroom teaching. The third section will focus on supervisors' data, presenting an initial interpretation of supervisors' reports on their practices and perceptions of instructional supervision. The final section will compare and contrast the teacher and supervisor data and briefly describe the future directions of the study. The symposium will close with the critics' comments and a question and answer period.

TEACHERS' PERCEPTIONS OF SUPERVISION

Paulette L. Harvey and James Levin

How do teachers in central Pennsylvania responding to the Survey of Supervisory Practices perceive supervision? This paper reports teachers' experiences with and perceptions of instructional supervision received during the school year 1981-1982. The data gathered from the survey are more extensive than are presented in the following pages. A more thorough reporting of findings appears as Appendix B. For the purpose of this paper, data analysis and presentation are limited to two specific foci: teachers' description of supervision and teachers' perceptions of supervisory practices that help them improve teaching.

First, data are reviewed to generate a general understanding of the nature of supervision as perceived by the respondents. Frequencies and percentages are used to report these data. Data analysis focuses on the structural characteristics of supervision received, including (1) who was responsible for observing and conferring with teachers, (2) the number and duration of observations, and (3) the number of related conferences. Also reported are teachers' descriptors of supervision selected from a list of 24 terms. Lastly, teachers' responses to survey questions about the characteristics of observations and related conferences, such as (1) perceived purpose, (2) focus, (3) specific supervisory practices manifested during these observations and conferences, and (4) the perceived helpfulness of these practices, are reported in frequencies and percentages. These data are used to understand teachers' perceptions of the intent and consequences of instructional supervision.

Following this general perspective of supervision in central Pennsylvania is the second focus of the paper: to report teachers' perceptions of specific supervisory practices associated with the improvement of teaching. Serving as independent variables are teachers' responses to six survey questions. Two of these six questions are forced-choice items pertaining to the purpose for observations and to possible improvements recommended as part of observations and related conferences. Two

other questions look at supervisors' interactions with teachers before and after observations. These question teachers about their perceptions of the supervisor's awareness of the purpose and planned activities for the observed lesson and the discussion of the lesson following observation. The remaining two questions examine teachers' perceptions of supervisors' focus on student achievement and their stimulation of teachers' thinking.

Two questions addressing teachers' perceptions of the helpfulness of the supervision received for improving their teaching serve as dependent variables. Analysis of Variance and Chi Squares are used to determine statistical significance.

Hence, this paper focuses first on general and then on specific analyses of data. These two foci are planned to give both broad perspective and in-depth investigation to this initial presentation of data findings from the Survey of Supervisory Practices.

The Nature of Supervision

Structural Characteristics of Supervision

Typically, teachers in central Pennsylvania were supervised by building principals during the 1981-82 school year. These building administrators were named by 664 teachers (62%) as the supervisors who formally observed their teaching. When data were divided into secondary teachers and elementary levels, other patterns of delivering supervision were noted. Assistant principals mainly observed secondary teachers (22% or 113 secondary compared to < 1% or only one elementary teacher). Central office supervisors worked primarily with elementary teachers (184 elementary teachers or 33% compared to 5 secondary, 1%; see Figure 5.)

Although the number of observations teachers reported ranged from 0 to 99, the plurality of teachers reported one (28%) or two (20%) observations during the school

year 1981-1982. Most secondary teachers (59%) experienced either one or two observations. Elementary teachers reported slightly more observations than did secondary teachers: Thirty-eight percent of the elementary teachers reported one or two observations, and 44% of these teachers reported three to eight observations compared to 59% and 28% of secondary teachers who reported 1 or 2 and 3 to 8 observations, respectively. Only 3% of elementary and 2% secondary teachers reported no observations in the target school year. On the other extreme, 11% of elementary teachers and 8% of secondary teachers were observed nine or more times. (See Figure 6.)

The duration of these observations showed as much variation as the frequencies. Twenty-six percent of the teachers experienced observations lasting 11-20 minutes and 22% experienced observations of 21-30 minutes. Generally secondary teachers reported longer observations. The duration of observations for 31% of secondary teachers was 41-50 minutes; 8% of elementary teachers experienced observations of that time period. On the two extremes were observations lasting 10 minutes or less for 13% of elementary and 12% of secondary teachers, and observations longer than 50 minutes for 6% or less of the teachers. (See Figure 7.)

Respondents were asked if classroom observations were preceded and followed by conferences. Only 149 teachers (14%) reported pre-observation conferences. (See Figure 9.) Conversely, 719 teachers (67%) indicated that observations were followed by post-observation conferences in which the teacher and supervisor discussed the observed lesson. Sixty-two percent of elementary teachers and 72% of secondary teachers reported these post-observation conferences. (See Table 11).

It is tempting to suggest, then, that the "average" central Pennsylvania teacher is observed by a building principal for 21 to 50 minutes once or twice during the year. However, there are enough variations in the data to preclude labeling this pattern "typical instructional supervision." The varied responses on the SSP indicate

that no one pattern of structural characteristics fully depicts the supervision received by responding teachers. Supervision in central Pennsylvania appears to vary widely across levels and school districts.

Description of Supervision

Teachers were asked to select all terms that applied to their experiences with supervision in the target year 1981-1982 from a list of 24 descriptors. Over 50% of both elementary and secondary teachers described supervision as supportive (74%), constructive (59%), and encouraging (57%). A second sub-group of descriptors chosen by at least one-third of the teachers included meaningful (42%), organized (39%), continuous (38%), rational (38%), and productive (36%). These eight descriptors, chosen most frequently by respondents, present a positive picture of supervision. (See Figure 4.)

Descriptors indicative of negative perceptions of supervision were chosen by less than 10% of the teachers. Very few teachers felt their supervision was discouraging (8%), disorganized (8%), threatening (5%), boring (4%), or destructive (2%). (See Figure 4.)

Overall, teachers use positive terms when they describe supervision. The "cold war" between teachers and supervisors described by Blumberg (1980) was not apparent in teachers' descriptions of instructional supervision.

Intent and Consequences of Supervision

Questions on the survey were planned to elicit teachers' perceptions of the intent and consequences of instructional supervision. One survey item soliciting teachers' perceptions of the intent of supervision asked teachers to describe the primary purpose for observations conducted by their supervisor. Teachers selected one response from the following four statements: (1) To determine a formal rating

of my teaching; (2) To assist me to improve my teaching; (3) To comply with legal requirements that I be observed; (4) Other.

The response chosen by the highest percentage of teachers (39%) was "to comply with legal requirements that I be observed." The next most frequently chosen response (36%) was "to determine a formal rating of my teaching." Seventeen percent of the teachers selected the response "to assist me to improve my teaching" as the primary purpose for observation. Although the differences between the groups were small (at most 7%) elementary teachers were more likely than secondary teachers to see the primary purpose of classroom observation as "to improve teaching." Secondary teachers were more apt to report the primary purpose as to comply with the law or to rate teaching than their elementary counterparts. (See Figure 18.)

Another item which elicited teachers' perceptions of the intent of instructional supervision asked teachers to identify the focus for the observation or what the supervisor seemed to look for when observing. Teachers were given five responses from which to choose. Thirty-four percent of teachers responded that supervisors looked for whatever they thought was important at the time; 26% of teachers chose the response "a set of criteria developed by the school for all teachers." These two choices received similar rates of responses from both elementary and secondary teachers. The next two responses indicated some differences between elementary and secondary teachers. Elementary teachers (17%) were more likely to name "a set of criteria developed for specific content area or grade level teachers" than were secondary teachers (8%), and secondary teachers (14%) named "criteria developed by the state for all teachers" more frequently than elementary teachers (8%). Only 10% of both elementary and secondary teachers chose "criteria developed jointly by the supervisor and me to meet my own classroom needs" as the focus for the observation. (See Figure 22.)

Responses to questions about the purpose and focus for observation suggest that teachers perceive the meaning of supervision as either formal personnel evaluation or a ritual to meet state legal requirements The purpose and focus of observation generally are perceived as externally imposed. Few teachers view the intent of supervision as direct and personal assistance to improve their teaching or meet their individual needs.

Four questions surveyed teachers perceptions of supervisory outcomes. The first question asked teachers to identify the source of recommended changes which might improve teaching. They were to choose one response from five statements: (1) My supervisor independently recommended changes which might improve my teaching; (2) My supervisor and I jointly identified changes which might improve my teaching; (3) I identified changes which might improve my teaching and discussed these changes with my supervisor; (4) I identified changes which might improve my teaching but did not discuss these changes with my supervisor; (5) No changes were identified. Both elementary (42%) and secondary (41%) teachers most frequently stated that no changes were identified as part of the observation and related conf rences. However, when changes were identified, teachers typically stated that they were identified jointly by the supervisor and teacher (29%). (See Figure 25.)

Respondents' perceptions of supervisory outcome also were examined when teachers discussed trying out the changes identified as part of observations and related conferences. Forty-four percent of the teachers reported trying at least one recommended change and finding it to be worthwhile. Five percent reported that the recommended change was tried but found not worthwhile, and only 4% left the recommended change untried. The remaining 38% of the teachers reported that no changes were identified as part of the observation and related conferences. (See Figure 26.)

Two other survey questions were used to assess teachers' perceptions of the consequences of supervision. Both of these questions measured teachers' perceptions of supervision's helpfulness for improving their teaching. A forced-choice item using the three discrete responses "very helpful," "somewhat helpful," and "not helpful" asked teachers to rate the helpfulness of observations and related conferences for improving their day-to-day teaching. Most frequently chosen was "somewhat helpful" by almost half of the teachers (48%); next was "not helpful," by 27% of teachers; and last, "very helpful," by 18%. (See Figure 14.)

A Likert item, using a 9-point scale from "strongly agree" to "strongly disagree," also asked teachers to rate how helpful the supervision received was to improving their teaching. More teachers agreed that supervision was helpful (1-2-3 on the Likert scale; 47% of respondents) to the improvement of their teaching than respondedin the neutral category (4-5-6 on the Likert scale; 33% of respondents) or who disagreed (7-8-9 on the Likert scale; 17%). (See Figure 39.)

What makes some respondents view supervision as helpful to their teaching while others perceive no impact on classroom performances? Are there specific supervisory practices which help make supervision more than a ritual of "ceremonial congratulations" (Guthrie & Willower, 1973) and have an impact on the improvement of teaching? The next section of this paper addresses these questions by reporting statistically significant differences between teachers' experiences with and perceptions of specific instructional supervisory practices.

Supervisory Practices and Their Impact on Teaching

Teachers' responses to the two above questions regarding the helpfulness of supervision for improving teaching were used as dependent variables.

Teachers' perceptions of six supervisory practices were designated as independent variables: (1) supervisor followed observations with post-observation conferences; (2) supervisor's awareness of teacher's purpose and planned activities for the

observed lesson (lesson planning); (3) supervisor's purpose for the observation; (4) source of recommended changes as part of the observation and conferences; (5) supervisor's stimulation of teachers' thinking related to their teaching; and (6) supervisor's emphasis on students' achievement when discussing teaching. For this initial analysis of data, items designated as independent variables were selected, using two criteria: (1) in the supervisory literature, these practices were predicted to have an impact on the improvement of teaching; and (2) in preliminary analysis of data, these variables seemed to be measuring different phenomena.

The General Linear Model of the Statistical Analysis System (SAS, 1979) was used to analyze data for significant differences. Type IV Sum of Squares was used to statistically control for confounding effects among the variables. The specific procedures of analysis used were Chi Squares for the forced-choice item, Overall, how helpful have these supervisory observations and related confereces been for improving your day to day teaching? and Analysis of Variance (ANOVA) for the Likert-scale item, The supervision I received was helpful to my improvement as a teacher. For purposes of interpretation, responses to the 9-point Likert scale of "strongly agree" to "strongly disagree" were classified in three levels: agree, (1-3); neutral, (4-6); and disagree (7-9). When Analysis of Variance indicated significant differences, Duncan's Multiple Range Test was performed to determine the significant differences between and among responses to the survey questions designated as independent variables.

For all six independent variables, Chi Squares and Analysis of Variance indicated significant differences ($p < .05$). An Analysis of Variance summary table of all sources of data for the Likert item is presented in Figure 43. Results of Chi Squares and Analysis of Variance for each of the six separate independent variables are discussed in the following section of this paper.

Post-Observation Conferences

The null hypothesis stating that teachers' perceptions of supervision's helpfulness for improving their teaching will not differ for teachers experiencing and teachers not experiencing post-observation conferences was rejected ($p < .05$).

Analysis of Variance for the first dependent variables revealed significant differences between the discrete responses, yes/no, for teachers' experiences with post-observation conferences ($p < .05$). Teachers who experienced post-observation conferences in which they discussed the observed lesson with their supervisor had a mean score of 3.96, approaching "agree" on the Likert scale, compared to teachers with no post-observation conference who had a mean score of 5.13, placing them in the neutral category on the Likert scale. Teachers experiencing post-observation conferences were more likely to agree that supervision was helpful for improving their teaching. (See Figure 44.)

Chi Square analysis of the second dependent variables between teachers experiencing and teachers not experiencing post-observation conferences also indicated significant differences ($p < .01$). Teachers who experienced post-observation conferences more frequently perceived supervision and related conferences as "very or somewhat helpful" (78%) for improving their day-to-day teaching than perceived supervision as "not helpful." Only 48% of the teachers with no post-observation conferences saw supervision as "very" or "somewhat helpful." (See Figure 45.)

Purpose for the Observation

The null hypothesis stating that teachers' perceptions of supervision's helpfulness for improving their teaching will not be related to teachers' perceived purpose for the observation was rejected ($p < .01$).

Analysis of Variance showed significant differences between perceived purpose and perceived helpfulness of supervision for improving teaching (p .01). When

Duncan's Multiple Range Test was performed on the four responses related to perceived purpose for observation, there were significant differences among all four responses. Teachers who perceived the purpose for observation as "assistance to improve teaching" had a 2.75 mean score equivalent to "agree" on the Likert scale. When the purpose for observation was perceived as "compliance with legal requirements," there was a mean score of 5.13 equivalent to "neutral" on the Likert scale. The remaining responses, "determining a formal rating" and "other", had mean scores of 4.06 and 4.68, respectively. (See Figure 46.)

Chi Squares of teachers' perceptions of the purpose for observations and their perceptions of supervision's helpfulness for improving teaching were significant at the .01 level. Fewer teachers (N=178) responded "to assist me to improve my teaching" as the purpose for observations when compared to the number of responses given to "determine a formal rating" (N=372) and to "comply with legal requirements" (N=400). Yet, more than any other group, the teachers who felt the purpose for observations was "to assist me to improve my teaching" perceived supervision and related conferences as "very helpful" to their everyday teaching. None of these teachers rated supervision as "not helpful." Conversely, 49% of teachers perceiving supervision's purpose as compliance with legal requirements stated supervision was "not helpful" and only 6% stated it was "very helpful." Among those who chose the response "to determine a formal rating," 25% felt supervision was "not helpful"; 59% reported it was "somewhat helpful" and 17% answered "very helpful." (See Figure 47.)

Lesson Planning.

The null hypothesis stating that teachers' perceptions of supervision's helpfulness for improving their teaching will not be related to teachers' perceptions of their supervisor's awareness of the purpose and planned activities of the observed lesson was rejected ($p < .05$).

Analysis of Variance indicated significant differences at the .05 level between

teachers who perceived their supervisor was aware of the plan for the observed lesson and teachers who perceived their supervisor was not aware of the lesson plan for the observed lesson. When teachers felt their supervisor was unaware of the lesson's purpose and planned activities, they were neutral ($\overline{X}$=4.73) on the Likert scale related to supervision's helpfulness for improving teaching. Teachers who perceived their supervisor was aware of the observed lesson's purpose and planned activities either prior to or during the observation had the mean score of 3.87 on the Likert scale, indicating more agreement that supervision was helpful for improving their teaching. (See Figure 48.)

Chi Square analysis of teachers' perceptions of supervisors' awareness of lesson plans by teachers' perceptions of supervision's helpfulness for improving teaching indicated significant differences at the .01 level. When teachers perceived the supervisor as aware of their lesson plan, 79% responded that supervision was "very helpful" or "somewhat helpful" for improving their day-to-day teaching. Perceptions of unawareness reduced the helpfulness responses to 61%. (See Figure 49.)

Source of Recommended Changes

The null hypothesis stating that teachers' perceptions of supervision's helpfulness was not related to teachers' perceptions of who recommended changes as part of observations and related conferences was rejected (p .01).

Analysis of Variance indicated significant differences between teachers' perceptions of who recommended changes and their perceptions of supervision's helpfulness for improving their teaching ($p < .01$). Duncan's Multiple Range Test showed significant differences between the response that supervisor and teacher jointly identified changes and all other responses. This response reached a mean score of 3.19 on the Likert scale approaching "agree." Duncan's Multiple Range Test grouped the remaining five responses into two discrete sets. The response "Teacher identified and discussed changes with supervisor" was not significantly different

from the response indicating that the supervisor independently identified changes. The mean scores for these two responses were $\bar{X}$= 3.82 and $\bar{X}$= 4.19, respectively. However they were significantly different from the remaining two responses, "Teacher identified but did not discuss changes with supervisor "($\bar{X}$=4.77) and "No changes were identified" ($\bar{X}$=5.12), which grouped together. With (See Figure 50.)

When Chi Square analysis was used, significant differences between teachers' perceptions of who recommended changes and perceptions of supervision's helpfulness also were found ($p < .01$). Supervision's helpfulness for improving day-to-day teaching was rated as "very helpful" (36%) or "somewhat helpful" (58%) by teachers who jointly identified changes with their supervisors. Only 7% of these teachers perceived supervision as "not helpful." The three remaining perceptions of who recommended changes all received low response rates on the category "very helpful" (8 to 12%). Nine percent of the teachers perceiving no changes identified rated supervision "very helpful"; however, 51% of these teachers called it "not helpful." (See Figure 51.)

Supervisor's Stimulation of Teachers' Thinking

> The null hypothesis stating that teachers' perceptions of supervision's helpfulness for improving their teaching will not be related to teachers' perceptions of their supervisor's stimulation of their thinking about teaching was rejected (p .01).

Analysis of Variance indicated statistically significant differences at the .01 level. Duncan's Multiple Range Test indicated significant differences among the three responses of "agree," "neutral," and "disagree."

Teachers who agreed that the supervisor got them to think about their own teaching also agreed with the Likert-scale item The supervision I received was helpful to my improvement as a teacher ($\bar{X}$=3.03). Teachers who were neutral in their response about the supervisor getting them to think about their teaching were also more neutral ($\bar{X}$=4.76) on the Likert scale item. Teachers who disagreed about the supervisor's getting them to think about teaching had a mean score on the Likert

item indicating disagreement that supervision was helpful ($\bar{X}$=6.53). (See Figure 52.)

Chi Square analysis also indicated significant differences between teachers' perceptions of supervisors' stimulation of their thinking and their perceptions of supervision's helpfulness for improving their teaching ($p < .01$). Ninety three percent of the teachers who agreed that the supervisor got them to think about their own teaching responded "very helpful" or "somewhat helpful" to the survey item Overall, how helpful have these supervisory observations and related conferences been for improving your day-to-day teaching? Only 7% of these teachers responded "not helpful." Supervision was labeled "very" or "somewhat helpful" by 61% of the teachers giving neutral responses on the independent variable; 39% of these teachers labeled supervision "not helpful." When teachers disagreed that the supervisor got them to think about their own teaching, 28% perceived supervision as "very" or "somewhat helpful," while 72% rated it as "not helpful." (See Figure 53.)

Supervisors' Emphasis on Student Achievement

> The null hypothesis stating that teachers' perceptions of supervision's helpfulness for improving their teaching will not be related to teachers' perceptions of their supervisor's emphasis on student achievement was rejected ($p < .01$).

Analysis of Variance indicated significant differences (p .01) and Duncan's Multiple Range Test indicated significant differences among the responses of "agree," "neutral," and "disagree." Teachers who agreed that the supervisor emphasized student achievement had a mean score of 3.43 for the Likert item on supervision's helpfulness to improving their teaching. Neutral responses to supervisor's emphasis in student achievement mean scores of 4.61, and teachers who responded "disagree" had a mean score of 5.5. (See Figure 54.)

Significant differences were also found through Chi Square Analysis ($p <$ .01). Teachers who agreed that the supervisor emphasized student achievement were more likely to perceive supervision as "very" or "somewhat helpful" (86%) than to

see it as "not helpful" (14%). Neutral responses from teachers regarding supervisor's emphasis on student achievement corresponded to 61% in the "very" or "somewhat helpful" categories and to 39% in the "not helpful" response. When teachers disagreed that the supervisor emphasized student achievement, 51% perceived supervision as "very" or "somewhat helpful" and 49% as "not helpful." (See Figure 55.)

Conclusion

Does supervision have an impact on changing and improving teaching? The analysis of data indicates that when teachers experience specific supervisory practices, they are likely to perceive supervision as having an impact on improving their teaching. However, when teachers do not experience these supervisory practices, they are more likely to report supervision as "not helpful" for improving their teaching.

The preceding discussion suggests that when teachers perceive specific supervisory practices are in place, educational improvements can be made through instructional supervision. When supervision is devoid of these specific practices, it is more likely to be perceived as an impotent ritual: supportive, yes; helping teachers improve and change teaching, no.

SUPERVISORS' RESPONSES TO THE SURVEY

Bernie Badiali and James Levin

"Confusion in role definition still plagues the field and uncertainty exists in determining who are supervisors, what are the key components of their jobs, how much authority they should have, and what their relationship to administrators and teachers should be." (Sergiovanni, 1979)

How do supervisors in central Pennsylvania responding to the Survey of Supervisory Practices perceive supervision? What is the nature of the supervision that they deliver? To what activities do they devote the most time? This paper attempts to answer these and related questions about supervisors' experiences with and perceptions of instructional supervision given during the 1981-82 school year. As this is the initial review of the data, the analysis will be limited to reporting frequencies and percentages. The usefulness of this summary lies the questions it raises and in the focus it may provide for further analysis and research.

Description of Supervision

In an attempt to better define their role, respondents were asked to select any of twenty-four adjectives which they believed described the supervision they provided. (See Appendix A)

The respondents described their supervision most often as supportive (94%), constructive (85%), meaningful (79%), encouraging (74%) and rational (74%). The respondents described their supervision least often as destructive (2%), discouraging (6%), boring (6%), disorganized (6%), and trivial (6%). These data indicate that supervisors view their role very positively. Furthermore, when asked in a subsequent item to characterize supervision "as they would like it to be," the respondents most frequently said supportive (42%), meaningful (48%) and constructive (40%) respectively. These responses indicate that there is little descrepancy between the description of current practice and the perception of the manner in which supervision should be practiced. (See Figure 46).

As a group, supervisors selected the adjective supportive most frequently to describe the supervision they delivered. This concept of support can convey many

different meanings. With regard to supervision; is this support the term which Nylen associates with the "helping relationship" as in client-centered counseling? Is it what Flanders associates with colleagueship when he says, "...self-development is more likely to flourish within the mutual support of a partnership..."? (Cogan, 1973) Or is it the phenomenon of "ceremonial congratulatons" described by Willower and Guthrie? (1973)

Whatever the intent of the respondents' choice, supportive, the actual practices which made up this support had to vary considerably. Collectively the respondents were responsible for supervising 1,684 teachers. The supervisor-to-teacher ratio ranged from one to three to one to seventy-five (See Figure 47). The average ratio was one to thirty-two but that isn't an accurate representation of the distribution in this case. Supervisors fell into three distinct groups: (1) Thirty percent of the supervisors were responsible for three to twenty teachers; (2) forty percent of the supervisors were responsible for twenty-one to forty teachers; and (3) the remaining thirty percent were responsible for forty-one to seventy-five teachers. It's clear that whether the respondents intend supportive to mean either a "helping relationship" or a "partnership," some supervisors would be in a better position to deliver more support than others simply because of the sheer numbers of teachers supervised. Given this variation, one might expect equal diversity in the "key components" of their jobs.

Roles of Supervision

People in supervisory positions assume a variety of roles and therefore spend their time in diverse ways. An envelope which contained twenty cards was attached to the survey. Each card described an activity to which a supervisor may have devoted time. The respondents were directed to sort the cards into four groups. Group one contained activities that required none of the supervisor's time; group two contained activities that required a great deal of their time; group three

contained activities on which the supervisors spent considerable time; and group four contained activities on which the supervisors spent relatively little time. (See Figure 58).

Thirty-two (60%) of the respondents reported that attending meetings required a great deal of time. Thirty (57%) of the respondents said that informal contact with teachers required a great deal of time. Twenty-eight (53%) of the respondents said that classroom observation required a great deal of time. When groups two and three were combined, the results appear slightly different. Forty-eight (91%) supervisors reported spending a great deal (28) or considerable (20) time on classroom observations. Forty-seven (89%) said they spent a great deal (30) or considerable (17) time on informal contact with teachers. Forty-seven (89%) reported spending a great deal or considerable time on attending meetings.

While most of the activities described on the cards required supervisors' time to some extent, seventeen (32%) supervisors reported spending no time on supply activities. Ten (20%) said they spend no time arranging for substitutes. Nine (17%) reported spending no time on budgeting. When groups one and four were combined a slightly different view emerges. The following supervisors reported spending little or no time doing supply activities (42; 79%); managing non professional staff (31; 60%); arranging for inservice (28; 53%); and scheduling activities (28; 53%).

Of all the tasks referred to on the activity cards, dealing with teachers either in classroom observation or informal interaction required most of the respondents' time. Supervisors reported spending more time dealing with teachers than dealing with school finance, school plant, school-community relations or other school staff. Were these supervisors motivated by their own expectations, by school district policy, or by some other source? The view of the supervisors' role, according to the responses, doesn't seem to be one of "school-keeping" as much as it is one of relationships with teachers.

In addition to the responses which indicate how supervisors spend the most time and the least time, there were responses on which the respondents were nearly evenly divided. They were exactly divided on the time spent on personal professional development—twenty-six said it took a great deal of or considerable time and a like number said it took little or no time whatsoever. Likewise the group was exactly divided on the time it took to arrange for substitute teachers. Fifty-three percent reported taking little or no time to arrange inservice activities, yet forty-seven percent said it took a great deal of or considerable time. The group was exactly split in the amount of time required to attend to school maintenance and transportation.

Classroom Observation Process

Dealing with teachers in one form or another ranked first as the activity to which supervisors devoted most of their time. Classroom observation was cited as taking the most time when the data were analyzed. The number of observations the supervisors performed ranged from one to more than nine. Many supervisors reported observing each teacher once (30%) or twice (17%). On the opposite extreme six (11%) supervisors reported observing teachers nine or more times. (See Figure 6).

The duration of these observations varied. Twenty-nine (55%) of the respondents reported observing more than thirty minutes. Twenty-three (44%) reported observing thirty minutes or less. (See Figure 7).

The frequency and duration of observations are important factors in determining the nature of ths supervision provided. Even more important is what takes place during the process from beginning to end. What did supervisors perceive to be the purpose of their observations? Who initiated and scheduled the observations? Was there advance notice given to the teacher? Were conferences held prior to, and at the conclusion of observations? What did supervisors see as

obstacles to the observation process? Finally, what were the outcomes of the process? These and other questions were asked in the survey.

Observations can serve a variety of purposes. When asked what they perceived to be the primary purpose of the observation, twenty supervisors (51%) said improving teaching. Respondents also said that the primary purpose of the observation was to assign teachers a formal rating (13; 25%) or to comply with the law (9; 17%). (See Figure 18). While many supervisors viewed the primary purpose of observations is to improve teaching, it's clear that there are other motives for visiting classrooms. It is interesting that twenty-one (42%) supervisors perceived the primary purpose of the observation was to fulfill a legal requirement or to design a formal rating to teachers, especially when they most often described supervision as supportive.

When respondents were asked who initiated the observation thirty-nine (74%) reported that at least one teacher did initiate an observation during the year. Fourteen (25%) reported that no teachers initiated an observation (See Figure 19). Eight (15%) supervisors said that the teacher determined the date and the time of the observation while twenty-four (45%) reported scheduling the observation themselves. Twenty-nine (54%) of the supervisors provided the teacher with advanced notice of their visits, but twenty-four (45%) gave teachers no advanced notice. (See Figure 20).

Respondents were asked if classroom observations were preceded or followed by conferences. Three (6%) supervisors reported that they always discussed the lesson before the observation. Eleven (21%) reported that they usually held a preobservation conference. Twenty-three (43%) said they seldom held a preconference. Sixteen (30%) reported that they never conducted preconferences. Of those supervisors who did preconferences, ten (27%) found them to be very helpful and twenty-seven (73%) found them to be somewhat helpful. (See Figure 10). The data here seems to indicate that conferences prior to observation

were not consistently conducted, but those supervisors who reported using the preconference found it to be a helpful practice for teachers.

Supervisors were asked to respond to an item in which they had to identify the focus for their observation. Fifteen (28%) said the focus was anything they thought was important at the time. Fourteen (26%) reported that they used criteria developed by the school district. Eleven (21%) said that the focus was determined jointly with the teacher. Very few (6%) said the focus was based on criteria developed by the state. Nine (16%) reported that the focus was specific content or grade level criteria. (See figure 22).

When asked if they had examined written lesson plans, twenty-seven (51%) reported that they had, fifteen (28%) said they had not. Eleven (21%) supervisors reported discussing the purpose of the planned activities prior to the observation. (See Figure 21)

Conferencing is often seen as a companion technique to classrom observation. Next to the observation, the supervisory conference is viewed as the most direct way of helping teachers. Twenty-five (41%) of the respondents said that they always conducted a post observation converence; eighteen (34%) said they usually did, and nine (17%) reported that they seldom held a post conference. Generally the supervisors reported that post conference was helpful to teachers, twenty (38%) said very helpful and twenty-nine (55%) said somewhat helpful. (See Figure 13). During these conferences, twenty-four (45%) supervisors reported that the teacher's opinions were discussed to a great extent and twenty-five (47%) said that the teacher's opinions were discussed to some extent (See Figure 12). Fifteen (28%) respondents said that they independently recommended changes which might improve teaching. Thirty eight (72%) said that charges were jointly identified with the teacher. None of the supervisors reported that teachers recommended changes on their own. (See Figure 25). Forty-two (79%) of the supervisors said teachers

generally tried the changes and often adopted them as a regular teaching practice. Six (11%) respondents said that teachiers tried the suggested changes, but rarely adopted them as a regular practice. (See Figure 26).

It is difficult to generalize about the pattern of supervisory practice and perceptions based on these responses. The data vary. The overall picture seems to indicate that many supervisors observe teachers once or twice a year for at least thirty minutes. Their aim seems to be to improve instruction although a large percentage reported the primary purpose of the observation was to arrive at a formal rating for the teacher, or to fulfill a legal requirement. Most respondents said that at lease one of the teachers they supervised initiated the observation, but that the supervisor usually scheduled the observation themselves. Most said they provided the teachers with advanced notice, but that they seldom if ever conducted preobservation conferences. Most of the respondents reported that the focus for the observations was whatever they felt was important at the time or that the focus was determined by school district criteria. The teacher was most often not involved with directing the focus for the observation. Most of the respondents reported inspecting lesson plans before or during the observation or discussing the plan with the teacher prior to the observation. The respondents reported conducting a post observation conference most of the time and agreed that it was helpful. Most reported discussing the teachers' opinions and most recommended changes jointly with teacher. All supervisors said some changes were usually recommended. Furthermore most respondents said teachers tried and adopted the changes as a part of their regular practice.

When asked if they perceived this process of observation helpful to teachers for improving their teaching, twelve (23%) said the process was very helpful; thirty-eight (72%) said somewhat helpful. Only two (4%) said the process was not helpful. (See Figure 14). They reported that teachers' attitudes regarding the observation

process were mixed. Twenty-four (45%) of the respondents perceived that at least half the teachers they supervised had positive attitudes toward the process. Forty-seven (89%) reported that fewer than half the teachers they supervised had negative attitudes toward the process (See Figure 50) A large number perceived neutral attitudes.

When asked how many teachers really profit from classroom observations and related conferences, twenty-five supervisors (47%) reported that seventy percent or more really profit; fifteen supervisors (28%) said that thirty percent or fewer of teachers really profit. (See Figure 51).

Obstacles to Classroom Observation

Respondents were asked to classify seven potential obstacles to classroom observations and related conferences. They were directed to place a zero (0) in front of those which were not obstacles, to place a one (1) in front of those which were minor obstacles and to place a two (2) in front of theose which were major obstacles. Twenty-nine (55%) of the supervisors reported having too many other demands on their time which presented a major obstacle. Twelve (23%) said a major obstacle was that they had too many teachers for one person to supervise. When both major and minor obstacles were considered, forty-five (85%) supervisors said they had too many other demands of their time; and thirty-seven (76%) said that teachers' attitudes toward supervision presented an obstacle. (See Figure 52).

It is interesting that when asked about teacher attitudes toward the observation process in a previous item, supervisors reported that teacher attitudes were mostly positive. Could teachers perceive the observation process as positive, but have negative attitudes about supervision in general? Or could a neutral attitude it itself be a minor obstacle? What else could account for supervisors mixed perceptions about teacher attitudes?

Supervisors as Evaluators

The respondents were asked what percentage of the teachers they observed were they also responsible for completing a formal evaluation. Forty-three (81%) said they were completely responsible for formally evaluating the teachers they observed. (See Figure 53). Six, (12%) reported different teacher attitudes with regard to the observation process and obstacles to that process. The supervisors may perceive teachers to be positive about observations, but somewhat less positive about supervision generally since evaluation is part of the supervisor's role.

Thirty-one (50%) supervisors reported that more than half of the teachers supervised met their expectations. Nineteen (36%) reported that half or fewer than half met their expectations. Eight (15%) supervisors said that more than half the teachers exceeded their expectations. Only three (6%) reported that more than half the teachers did not meet their expectations. (See Figure 54).

When asked how many teachers received unsatisfactory ratings forty-eight (91%) supervisors reported that they gave no unsatisfactory ratings to teachers; three (6%) said they gave one unsatisfactory rating; and one (2%) reported giving two teachers unsatisfactory ratings. Of the 1,684 teachers, five (.3%) received unsatisfactory ratings for the year. (See Figure 5). When asked how teachers generally viewed their appraisals, fifty (94%) of the supervisors said "fair and accurate;" two (4%) said overly positive. (See Figure 27).

There is a sharp contrast between the number of teachers who received unsatisfactory ratings and the number of teachers who did not meet the supervisors' expectations. Thirteen (25%) respondents reported that ten percent or more of the teachers they supervised did not meet their expectations. Estimated conservatively, (10% x 1,684) it still means that one hundred and seventy teachers did not meet expectations, yet only five (.3%) received unsatisfactory ratings.

The final portion of the survey was a series of Likert items which asked supervisors to agree or disagree with certain statements. When asked how productive their discussions with teachers were, forty-three (81%) indicated that their discussions were productive. Thirty-eight (72%) reported that they really got teachers to think about their own teaching. Thirty-five (66%) reported that teachers perceived the supervision they provided as helpful. Fifteen (28%) said that they perceived teachers to be neutral about how helpful their supervision was. Only three (6%) reported feeling that teachers did not perceive their supervision as helpful. Based on these data, the supervisors seem to view themselves as productive individuals, effective in delivering helpful supervision to their teachers.

In response to the final item on the Likert section --" .... it is virtually impossible to provide the supervision necessary to make meaningful improvements in classroom teaching." Twenty-four (43%) of the supervisors agreed. Almost half the supervisors hold the perception that making meaningful improvements in the classroom was not possible.

Conclusion

This initial analysis of the data collected by the Survey of Supervisory Practice attempts to summarize supervisors' perceptions of the key components of their jobs. Collective responses describe a variety of supervisory practices. Supervisors were responsible for widely different numbers of teachers. They described their role most often as supportive. They spent a great deal of time interacting with teachers in formal observations or informal contact. They reported spending less time on "school keeping" or "administrivia". While their methods of observation varied, most conduct more than two classroom visits per year. They perceive those visits to be helpful to teachers and eighty percent reported that

teachers change as a result of the observation process. They reported giving unsatisfactory ratings to five out of 1,684 teachers supervised. They perceive their evaluation as fair and accurate. Almost half of the supervisors reported however, that making meaningful improvements in classroom teaching was virtually impossible.

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A COMPARISON OF TEACHERS' PERCEPTIONS OF SUPERVISORY PRACTICES AND THEIR CONSEQUENCES WITH THOSE OF THEIR SUPERVISORS

Lee Goldsberry and Nancy E. Hoffman

In the first three papers the general procedures used in the SSP, teachers' responses, and supervisors' responses were discussed respectively. How do responses of teachers on the Survey of Supervisory Practices (SSP) compare to those of their supervisors? That is the focus of this paper.

Although the SSP allows matching each supervisor to specific teachers he/she supervised, this has not been done for this report. Rather, the distributions of responses by each group are compared. As data analysis proceeds, we hope to be able to report findings with individual supervisors matched to their supervisees.

PART I -- DEMOGRAPHIC INFORMATION

Sex of Respondents

As reported in Table 1 (Appendix B), sex differences among groups of respondents are obvious. Women comprise 79% of the 562 elementary teachers, 42% of the 516 secondary respondents, and 9% of the 53 supervisors.

Teaching Experience

Teachers and their supervisors are similar in their years of classroom teaching experience (see Table 2, Appendix B). The median of each group falls in the 11 - 15 years-of-teaching-experience category. More supervisors than teachers (19% to 11%) fall into the 3-5 year category; fewer supervisors than teachers (18% of supervisors; 31% of teachers) fall into categories beyond 15 years teaching experience. But, all in all, teachers and supervisors are similar in terms of years spent as a classroom teacher. While most teachers have taught more than ten years within the school district, most supervisors have not taught in the district (see Table 2B, Appendix B). Although 31% of the 53 supervisors had taught more than 10 years in the district, 51%

had never taught in the district. Supervisors did have supervising experience within the district, however. Seventy-three percent reported more than five years of supervisory experience in the district; 43%, more than ten years. In sum, both teachers and their supervisors have ample classroom teaching experience, and for teachers most experience is within the district where they are currently employed. Most supervisors also have supervisory experience within the present district.

Academic Degrees Held

The highest degree held by most teachers (657 or 61% of respondents) was a bachelor's (see Table 3, Appendix B). While 408 teachers (38%) reported holding a master's degree, only 5 (<1%) held a doctorate. In contrast, every supervisor held a graduate degree. Forty-four (83%) held master's; nine (17%) held doctoral degrees.

PART II -- DESCRIPTORS OF SUPERVISION

The next section of the SSP listed 24 descriptors and asked both teachers and supervisors to check all descriptors which applied to the supervision the teachers received during the school year. (See Table 4, Appendix B.) While both groups were similar in the ranking of the 24 items as determined by frequency of selection (e.g., "supportive" was the descriptor chosen most often by both teachers and their supervisors), more supervisors than teachers selected descriptors with a positive connotation (e.g., 94% of supervisors selected "supportive" as an appropriate descriptor, whereas the same descriptor was chosen by 74% of teachers).

Only three descriptors were selected by more than half of the 1078 responding teachers: supportive (by 794 teachers; 74%), constructive (637; 59%), and encouraging (611; 57%). In contrast, ten descriptors seemed appropriate to more than half of the supervisors: supportive (by 50 supervisors; 94%), constructive (45; 85%), meaningful (42; 79%), encouraging (39, 74%), rational (39; 74%), continuous (36; 68%), productive (32; 60%), organized (29; 55%), systematic (29; 55%), and collaborative (28; 53%).

Less than 10% of each group selected seven descriptors. The descriptors least often selected by teachers were: destructive (chosen by 24 teachers; 2%), boring (48; 4%), threatening (53; 5%), disorganized (82; 8%), discouraging (85; 8%), intuitive (98; 9%), and arbitrary (105; 10%). The supervisors' bottom seven were: destructive (chosen by 1 supervisor; 2%), boring (3; 6%), disorganized (3; 6%), discouraging (3; 6%), trivial (3; 6%), threatening (4; 8%), and useless (4; 8%).

In summary, generally the terms selected by most teachers as appropriate descriptors of the supervision they received were also selected by most supervisors. A greater percentage of supervisors, however, selected terms with positive connotations than did teachers.

PART III -- DETAILS REGARDING OBSERVATIONS AND CONFERENCES

The next section of the SSP asks for specifics about supervisory procedures and their helpfulness.

Frequency and Duration of Classroom Observations

Approximately 30% of both teachers and supervisors report one observation a year is the norm. Nearly 30% of teachers and 36% of supervisors report 5 or more observations a year. (See Table 6, Appendix B.) Apparently, classroom observation occurs much more often for some teachers and supervisors than for others. The range of responses concerning the duration of these observations is also large. Thirty-eight percent of teachers and 33% of supervisors report observations usually lasted 20 minutes or less. At the other extreme, 22% of teachers and 44% of supervisors report observations generally lasted 41 minutes or more. In short, although teachers reported observations of a somewhat shorter duration than did their supervisors, the ranges are similar. Apparently, the duration of each classroom observation is as varied as the number of observations.

Advance Notice for Observations

The SSP asks teachers to specify the number of classroom observations they had during the school year for which they knew the day and time of the observation in advance. Supervisors were asked how often teachers were informed of the day and time for classroom observations in advance, and given the following options from which to choose: Always, Usually, Seldom, Never.

How many respondents from each of these groups reported at least one observation during the school year was scheduled and the teachers notified in advance? To answer this question frequencies of teachers who indicated receiving prior notice regarding the scheduling of one or more observation were compared to the numbers of supervisors who responded "Always," "Usually," or "Seldom." (See Table 8, Appendix B.) According to this analysis, the two groups differ dramatically in response to the item with two-thirds of the teachers reporting "no advance notice" (answering "0" to the item), and two-thirds of the supervisors reporting giving such notice (answering always, usually, or seldom).

On second examination, however, the analysis seemed faulty. Conceivably, a supervisor who worked with 31 teachers (the average ratio reported) might notify four of those teachers in advance of observations, and accurately report "seldom" -- while 27 of those teachers were just as accurately reporting "0" notification. If that were the case in our survey, one would then find a relatively high selection of the option "seldom" by supervisors. Viola, 'tis so. The plurality of supervisors (20; 38%) reported they seldom notified tenured teachers (94% of respondents) in advance about observations. Apparently, our research question was poorly framed. Both groups seem to agree that advance notice of observations occurs less often than unannounced observations.

Preobservation Conferences

A pattern similar to the one above regarding advance notice emerged when examining findings pertaining to preobservation conferences. When the question

focused on respondents reporting "at least one" occurrence, the reports appeared to conflict with 78% of teachers indicating "0" preobservation conferences and 70% of supervisors reporting at least "seldom" employing it. (See Table 9, Appendix B) Again, when the supervisors' responses were reexamined, the plurality of respondents (23; 43%) reported "seldom" using preobservation conferences. As was the case with advance notice, the next largest group of supervisors (30%) had selected the "never" option. Both teachers and supervisors again agree that preobservation conferences are not common occurrences.

Respondents were also asked about the helpfulness of preobservation conferences when they did occur. Although very few teachers (227; 21%) responded to this item (because, of course, most teachers had no preobservation conferences), the distribution of responses for those who had experienced preobservation conferences was similar for both groups. Sixty-seven of the 227 (30%) responding teachers characterized preobservation conferences as "very helpful"; as did 10 of the 37 supervisors (27%) who reported using preobservation conferences. An additional 100 teachers (44%) and 27 supervisors (73%) indicated these meetings were "somewhat helpful." However, 60 teachers (27% of those assessing preobservation conferences) found them "not helpful"; not one supervisor agreed.

Post-Observation Conferences

Unlike preobservation conferences, post-observation conferences do generally take place -- although not always. Two-thirds of teachers indicated that at least one post-observation conference was experienced during the school year. (See Table 11, Appendix B.) Ninety-eight percent (52) of supervisors indicated post-observation conferences occurred at least "seldom": 43 supervisors (81%) indicated post-observation conferences occurred "usually" or "always."

Respondents were also asked to what extent the opinions or perceptions of the teacher were discussed in these post-observation conferences. (See Table 12,

Appendix B.) Of the 755 teachers responding to this item 244 (32%) indicated their perceptions or opinions were discussed "to a great extent"; 433 (57%) -- "to some extent"; and 78 (10%) -- "not at all." Respondents who answered "0" or "never" to the preceding item regarding the occurrence of post-observation conferences were instructed to skip the item pertaining to discussion of teacher's opinions. An important difference is that over a quarter of all teachers indicated having no post-observation conference -- 323 teachers and 3 supervisors skipped this item.

Both supervisors and teachers were also asked about the perceived helpfulness of post-observation conferences. (See Table 13, Appendix B.) Two hundred forty-two (32%) of the 746 teachers and 20 (40%) of the 50 supervisors who responded to this item indicated post-observation conferences were "very helpful"; 403 teachers (54%) and 29 supervisors (58%) said "somewhat helpful"; and 101 teachers (12%) and 1 supervisor (2%) said "not helpful." Once again, nearly a third of the surveyed teachers (332) and 3 supervisors skipped this item.

Formal Evaluation

Teachers were asked if their supervisor was also the person who completed their formal evaluation. Supervisors were asked to indicate the percentage of teachers they supervised for whom they also completed formal evaluations. (See Table 15, Appendix B.) One thousand three (93%) of the teachers indicated their supervisor did complete a formal evaluation of their performance. Forty-nine (92%) of supervisors indicated they evaluated 50% or more of the teachers they supervised. The vast majority of these (43; 81% of all supervisors) indicated they completed a formal evaluation for 91-100% of supervised teachers.

PART IV--MULTIPLE CHOICE ITEMS

The ten items comprising Part IV of the SSP ask respondents to select a single option from a list of three to five choices pertaining to varied elements of direct

supervision of teachers. Responses to six of these ten items are presented in this section. Findings from all ten items are presented as Tables 18 through 27 in Appendix B.

Purpose for the Observation

Respondents were given four options as to the primary purpose for classroom observations: (1) to determine a formal rating of teaching; (2) to assist in the improvement of teaching; (3) to comply with legal requirements that teachers be observed; or (4) other--please specify. Teachers and their supervisors reported different perceptions as to the primary purpose for observation. Three-fourths of teachers saw the main aim as either to determine a formal rating (36%) or to comply with legal requirements (39%). (See Table 18, Appendix B.) Seventeen percent of teachers noted the primary purpose was to improve teaching. In contrast, the majority (51%) of supervisors checked improving teaching as the primary purpose, with formal rating and legal compliance drawing 25% and 17% of supervisors' responses respectively.

Supervisor's Awareness of Lesson Plan

Three options were offered to respondents concerning the supervisor's familiarity with the plan for the lesson to be observed: (1) the plan was neither examined nor discussed; (2) the written plan was examined either prior to or during the lesson; or, (3) the supervisor and teacher discussed the lesson prior to observation. Generally, more teachers than supervisors reported that the supervisor was unaware of the purpose and planned activities prior to observation. (See Table 21, Appendix B.) The plurality of teachers (45%) indicated the supervisor was unaware of lesson plans, while most supervisors (51%) indicated that they examined lesson plans either prior to or during the lesson. At the other extreme, less than half the percentage of teachers (9%) reported discussing lessons prior to observations than did their supervisors (21%).

Focus for the Observation

When asked what supervisors looked for during observations, respondents were given five options: (1) whatever the supervisor thought was important at the time; (2) a set of criteria developed by the state for all teachers; (3) a set of criteria developed by the school district for all teachers; (4) a set of criteria developed for specific content area or grade level teachers; or (5) specific criteria developed jointly by the supervisor and me to meet my own classroom needs. Thirty-four percent of teachers and 28% of supervisor selected the first option; 11% of teachers and 6% of supervisors took the second; 26% of both groups chose district criteria; 13% of teachers and 16% of supervisors chose option 4; and 10% of teachers and 21% of supervisors opted for the last choice. (See Table 22, Appendix B.)

Source of Recommended Changes

When changes which might improve teaching are identified as part of classroom observation and related communication, who identifies the change? Five options were given respondents: (1) supervisor independently recommended changes; (2) supervisor and teacher jointly identified changes; (3) teacher identified and discussed changes; (4) "I" identified changes but did not discuss them; or (5) no changes were identified. Teachers and supervisors generally agree as to who identifies potential improvements when any are identified. (See Table 25, Appendix B.) Of the 592 teachers who noted that changes were identified in some fashion, 31% indicated that the supervisor independently recommended them, and 53% indicated a joint identification. Corresponding percentages for the supervisors are 28% and 72%. Note, ALL supervisors indicated that changes were usually identified either by the supervisor alone or jointly with the teacher. However, the largest single group of teachers (41%) indicated that no changes were identified.

Improvements Attempted

What do supervisors and teachers perceive happens after changes are recommended? Typicaliy, both groups report the changes are tried and found

worthwhile (83% of 571 responding teachers; 79% of the 53 supervisors). (See Table 26, Appendix B.) Again, however, a substantial number of teachers (412; 38% of the 1078 teacher respondents) reported no changes were identified.

Accuracy of Final Appraisal

The final item in this section asked supervisors to characterize how teachers viewed the supervisor's appraisal of their teaching as either: (1) fair and accurate; (2) overly positive; or (3) overly negative. (See Table 27, Appendix B.) Teachers were also given the same options to depict their perception of the supervisor's final appraisal, and were given a fourth option indicating the supervisor's appraisal was not communicated to them. The vast majority of both groups (77% of teachers; 94% of supervisors) described the supervisor's appraisal as "fair and accurate." The next most popular choice, chosen by 9% of teachers and by 4% of supervisor was "overly positive."

PART V—LIKERT ITEMS

Both groups were given 14 statements pertaining to supervision and asked for each to indicate the extent of their agreement by checking the appropriate spot on a given line segment. The left extreme of the line segment indicated extreme agreement and was coded as "strongly agree." The midpoint was "neutral," and the right extreme, "strongly disagree." Findings from both groups appear in Tables 28 through 41.

Findings were analyzed by assigning a numerical value of 1 to the left extreme (strongly agree) of the continuum and a value of 9 to the right (strongly disagree). Values between 1.0 and 3.9 were considered to indicate agreement with the stem statement; values between 4.0 and 6.0 were considered neutral; and values between 6.1 and 9.0 were considered to indicate disagreement. Eight of these 14 items (#'s 1, 2, 4, 6, 7, 8, 11, and 12) expressed a positive or neutral assessment of supervision. The mean score for the supervisors fell in the "agree" range on each of these items

(see Table 42, Appendix B.) Means for the teachers fell into the "agree" only for items 1 and 2; means for the remaining 6 items in this category were in the "neutral" range.

The wording of 5 other items on this Likert-type section conveyed a negative appraisal of supervision. For three of these negative depictions the mean scores for both supervisors and teachers fell in the "disagree" range. On an item suggesting that not enough classroom observations were made "to get a broad and accurate overview" of teaching and the means for both groups fell in the "neutral" range. On an item suggesting that inservice teacher education was unrelated to classroom supervision the teachers agreed and their supervisors were neutral.

The final item in this section which was completed by both groups asked for the respondents' agreement with the notion that teachers should have the opportunity to observe their colleagues teach and that such intervisitation would benefit teaching practice. Both groups agreed with this statement.

RELATIONSHIPS AMONG VARIABLES

As reported earlier (Harvey and Levin, 1984), relationships among selected variables on the Survey of Supervisory Practices (SSP) were examined using both Chi Square and Analysis of Variance (ANOVA) techniques. For both the discrete category item assessing teachers' perceptions of the helpfulness of supervision for improving classroom teaching, and the continuous Likert-type item assessing the same dependent variable, six measures of supervisory practice were found to have statistically significant impact: (1) post-observation conferences; (2) supervisor's awareness of lesson plan; (3) perceived purpose for the observation; (4) identification of potential improvements; (5) supervisor's stimulation of teacher thought; and (6) supervisor's emphasis on student achievement.

When similar analyses were performed using data from the supervisor group, the only statistically significant relationship with perceived helpfulness of

supervision was the supervisor's perceived stimulation of teacher thought. Two factors seem likely to have contributed to the lack of significance in the relationships among these variables for ther supervisor group. First, data were available from only 53 supervisors compared to 1,078 teachers. The smaller population of supervisors reduced chances of statistical significance. Second, supervisors were much more consistently positive in their assessment of supervisory helpfulness than were teachers. (For example, 95% of all supervisors categorized supervision as either "very helpful" or "somewhat helpful," compared to 66% of teachers.) The reduced variation in the dependent measures would have inhibited the chances of significant relationships.

DISCUSSION

Four separate conclusions are drawn from the data presented above. Because these data are taken exclusively from seven, voluntarily participating school districts in central Pennsylvania, generalization of the findings and the following conclusions to other regions is contraindicated. Given the untested belief that these findings are not unique to central Pennsylvania, we offer the following conclusions for the reader's cautious consideration.

CONCLUSION 1: SUPERVISORY PRACTICES VARY GREATLY AMONG DISTRICTS, AMONG SCHOOLS, AND EVEN AMONG TEACHERS WITHIN THE SAME SCHOOL.

Not only is the great variation among both teachers' and supervisors' reports of such supervisory characteristics as frequency and duration of classroom observation supportive of this conclusion, but so are reports as to varied purposes of, and focuses for, the observation. (See Tables 6, 7, 18, and 22 in Appendix B.) Moreover, other analyses of these data (Goldsberry and Chamberlain, 1984; and Harvey and Goldsberry, 1984) reveal within district variations are nearly as great as those found in the total population. Presently, analysis of collected data by building is just underway--preliminary examination suggests once again that within building variations are great.

CONCLUSION 2: INSTRUCTIONAL IMPROVEMENT VERY OFTEN HAS ONLY A "LIP SERVICE" RELATIONSHIP WITH THE INSTRUCTIONAL SUPERVISION THAT OCCURS IN SCHOOLS.

Improvement denotes changing the status quo in some beneficial way. Over 40% of both elementary and secondary teachers reported that over the course of a year of instructional supervision no changes were identified which might improve teaching. (See Table 25, Appendix B.) The reliability of this item is supported by findings from Likert-type item # 11. (See Table 38, Appendix B.) Six hundred ten teachers (57%) omitted answering that item which read in part: "If no changes were recommended, please skip this item." No more than 34 teachers skipped any other item on Part V. If the plurality (if not the majority) of teachers fail to recognize a single change which might improve their teaching emanating from a year of supervision, either that supervison is not intended to improve teaching practice or it is feeble indeed.

CONCLUSION 3: WHEN A SINCERE EFFORT IS MADE TO IDENTIFY POTENTIAL IMPROVEMENTS IN TEACHING PRACTICE, TEACHERS REPORT BOTH THAT SUPERVISION IS HELPFUL, AND THAT WORTHWHILE CHANGE OCCURS IN THE CLASSROOM.

Of the 571 teachers who reported potential changes were identified, 473 (83%) reported they tried at least one of the changes and found it to be worthwhile. (See Table 26, Appendix B.) The strong statistical relationships reported by Harvey and Levin (1984) between perceived purpose for observation (with improving instruction most favorable) and perceived helpfulness of supervision, between the occurrence of post-observation conferences and perceived helpfulness of supervision, and between identifying potential improvements and perceived helpfulness of supervision further support this conclusion.

CONCLUSION 4: RESEARCH RELYING UPON SELF-REPORT SURVEY METHODOLOGY ADDRESSING THE PERCEIVED VALUE OF PERSONALLY DELIVERED SERVICES MAY YIELD AN OVERLY OPTIMISTIC PERSPECTIVE.

While non-evaluative, descriptive items on the SSP (e.g., frequencies and durations of observations) yielded highly similar response patterns between teachers

and their supervisors, supervisors were much more likely to portray the process and its impact in positive terms than were teachers. (E.g., see Tables 4, 13, 14, 27,and 42 in Appendix B.) This should not be construed to suggest that most teachers see supervision negatively. Au contraire, generally teachers report supervison as a "supportive" and "encouraging" activity. However, to some extent throughout and especially concerning the impact of supervision on classroom performance, supervisors are more likely to respond in terms favorable to existing supervison than are the teachers with whom they work.

What is educational supervision really? Folklore has perpetuated a myth that there are two "worlds" of supervision: one found in textbooks and college classrooms that is a romantic ideal impossible to achieve in "real" schools (therefore, not the "real" world), and one found in "real" schools that is practical and "realistic," the "act of the possible." Well, folks, that myth is not compatible with our data. Instead we find at least two "real worlds," two distinct patterns of supervisory practice in schools.

Perhaps "ceremonial congratulations," the label applied by Guthrie and Willower (1973), best captures one of these patterns. Indeed, classroom observations do occur--but not with the primary intent to improve instruction--rather to "rate" teachers or to comply with a mandate that teachers be observed. Based on their analysis of principals' written reports of classroom observation, Guthrie and Willower suggest that this ritualistic and laudatory emphasis, one characterized by a paucity of goal-oriented communication, "is essentially impotent as a method of improving instruction" (p. 289). SSP data support both that for many teachers supervision does seem to be a "supportive" ritual and that, as such, is not helpful ti improving te chiing practice.

However, the "ceremonial congratulations" is only one manifestation of supervisory practice in the "real world." Based on SSP data, we conclude that

supervisory observation and the "usual one to one mode of supervision" (Guthrie and Willower, 1973, p. 289) are not necessarily condemned to impotence. Indeed, while most teachers perceive classroom observation and related communication in positive terms, a meaningful subset of these educators report the process is helpful in varying degrees for improving teaching practice. Although we cannot say with certainty that teachers' perceptions of improved practice translated to better student learning, we can support the assertion that teachers' perceptions of supervisory helpfulness are related to the presence of change strategies in the supervisory process. When supervisors have some awareness of the purpose and planned procedures for the observed lesson, when teachers perceive the primary purpose of classroom observation to be to assist in instructional improvement, when observations are followed by conferences, when teachers believe the supervisor is concerned with student achievement, when teachers report their supervisors get them to think about their teaching, and when teachers recognize and discuss potential improvements in practice as part of the supervisory process, they (teachers) are much more likely to report that supervision is helpful for improving teaching. Such meaningful supervision does occur in schools - "ceremonial congratulations" are common, but not the totality of supervisory practice.

Elsewhere (Harvey and Goldsberry, 1984), SSP data have provided the basis for suggesting some specific practices of "coaching," which are present in the elementary schools of some districts but not in others, contribute to supervisory effectiveness. In short, it is concluded that districts employing these "coaching" practices will improve classroom instruction. If correct, this remise is powerful for it suggests that variables within the control of the school district and its supervisors will predictably influence the effect of supervision on classroom performance.

When educational leaders take the time and effort to develop and implement supervisory processes focused on improving teaching (and some already do), teachers

will perceive supervisory services as useful for improving teaching. When educational "leaders" opt instead to "go through the motions," supervision becomes more like a hug in a hurricane--it makes one feel a little better but does little to better the situation.

A FINAL WORD

The final word is "premature." It would be premature to try to evaluate the contributions of the SSP now. Follow-up interview data have been collected from many of the 53 supervisors who participated in the survey. Although content analysis of these interviews is barely underway, it seems apparent that the interviews are yielding a much richer portrayal of supervisors' perceptions of supervision delivered than did the survey. Data triangulation between the interviews and the survey, as well as between matched responses from one supervisor and the teachers he/she supervises, is planned. Further statistical analyses to explore the interrelationships among SSP variables are also planned. An expansion of the SSP data base outside of central Pennsylvania is also underway. Hopefully, these efforts will in time help us portray and refine supervisory support available to teachers so that improved teaching is more consistently realized. We are encouraged by this initial administration and its findings.

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APPENDIX A

The Survey of Supervisory Practices

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APPENDIX B

FIGURE 1: SEX OF RESPONDENTS

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Male	112	(20%)	299	(58%)	411	(38%)	48	(91%)
Female	445	(79%)	215	(42%)	660	(61%)	5	(9%)
No Response	5	(1%)	2	(<1%)	7	(1%)	0	(---)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 2: YEARS OF CLASSROOM TEACHING EXPERIENCE

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
1-2	16	(33%)	20	(4%)	36	(3%)	1	(2%)
3-5	73	(13%)	48	(9%)	121	(11%)	10	(19%)
6-10	160	(28%)	143	(28%)	303	(28%)	16	(30%)
11-15	146	(26%)	104	(20%)	250	(23%)	13	(25%)
16-20	78	(14%)	72	(14%)	150	(14%)	5	(9%)
21-30	63	(11%)	95	(18%)	158	(15%)	5	(9%)
31-40	10	(2%)	12	(2%)	22	(2%)	0	(---)
No Response	16	(3%)	22	(4%)	38	(4%)	3	(6%)
TOTALS	562	(100%)	516	(99%)[1]	1078	(100%)	53	(100%)
Range	(1-38)		(1-39)		(1-39)		(1-26)	

[1]Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 2B — YEARS OF EXPERIENCE WITHIN SCHOOL DISTRICT

	ELEMENTARY TEACHERS		SECONDARY TEACHERS		ALL TEACHERS		SUPERVISORS (as teacher)		SUPERVISORS (as supervisor)	
	freq.	(%)	freq.	(%)	freq.	(%)	freq.	(%)	freq.	(%)
0	0	(---)	0	(---)	0	(---)	27	(51%)	0	(---)
1-2	24	(4%)	29	(6%)	53	(5%)	1	(2%)	10	(19%)
3-5	81	(14%)	61	(12%)	142	(13%)	4	(8%)	10	(19%)
6-9	114	(20%)	107	(21%)	221	(21%)	3	(6%)	10	(19%)
10-19	246	(44%)	171	(33%)	417	(39%)	12	(23%)	16	(30%)
20-29	45	(8%)	87	(17%)	132	(12%)	4	(8%)	3	(6%)
30-39	8	(1%)	13	(3%)	21	(2%)	0	(---)	0	(---)
NO RESPONSE	44	(8%)	48	(9%)	92	(9%)	2	(4%)	4	(8%)

FIGURE 3: ACADEMIC DEGREES HELD

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Bachelors	358	(64%)	299	(58%)	657	(61%)	0	(--)
Masters	200	(36%)	208	(40%)	408	(38%)	44	(83%)
Doctorate	2	(<1%)	3	(1%)	5	(<1%)	9	(17%)
No Response	2	(<1%)	6	(1%)	8	(1%)	0	(--)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 4: DESCRIPTORS OF SUPERVISION IN PRESENTED ORDER

		Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
		frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
1.	Continuous	240	(43%)	171	(33%)	411	(38%)	36	(68%)
2.	Collaborative	149	(27%)	129	(25%)	278	(26%)	28	(53%)
3.	Threatening	25	(4%)	28	(5%)	53	(5%)	4	(8%)
4.	Rational	209	(37%)	205	(40%)	414	(38%)	39	(74%)
5.	Arbitrary	45	(8%)	60	(12%)	105	(10%)	7	(13%)
6.	Meaningful	258	(46%)	200	(39%)	458	(42%)	42	(79%)
7.	Constructive	338	(60%)	299	(58%)	637	(59%)	45	(85%)
8.	Supportive	429	(76%)	365	(71%)	794	(74%)	50	(94%)
9.	Discouraging	47	(8%)	38	(7%)	85	(8%)	3	(6%)
10.	Disorganized	51	(9%)	31	(6%)	82	(8%)	3	(6%)
11.	Stimulating	113	(20%)	65	(13%)	178	(17%)	15	(28%)
12.	Useless	57	(10%)	72	(14%)	129	(12%)	4	(8%)
13.	Intuitive	63	(11%)	35	(7%)	98	(9%)	13	(25%)
14.	Encouraging	352	(63%)	259	(50%)	611	(57%)	39	(74%)
15.	Systematic	155	(28%)	129	(25%)	284	(26%)	29	(55%)
16.	Destructive	7	(1%)	11	(2%)	18	(2%)	1	(2%)
17.	Uniform	124	(22%)	131	(25%)	255	(24%)	19	(36%)
18.	Productive	203	(36%)	180	(35%)	383	(36%)	32	(60%)
19.	Sporadic	128	(23%)	125	(24%)	253	(23%)	9	(17%)
20.	Boring	19	(3%)	29	(6%)	48	(4%)	3	(6%)
21.	Directive	150	(27%)	122	(24%)	272	(25%)	25	(47%)
22.	Varied	137	(24%)	97	(19%)	234	(22%)	25	(47%)
23.	Organized	220	(39%)	204	(40%)	424	(39%)	29	(55%)
24.	Trivial	61	(11%)	78	(15%)	139	(13%)	3	(6%)

FIGURE 5: TITLES OF SUPERVISORS

	Elementary Teachers		Secondary Teachers		All Teachers	
	frequency	(%)	frequency	(%)	frequency	(%)
Building Principal	313	(56%)	351	(68%)	664	(62%)
Assistant Principal	1	(21%)	113	(22%)	114	(11%)
District, Elementary, or Subject Supervisor	184	(33%)	5	(1%)	189	(18%)
Other or No Response	64	(11%)	47	(9%)	111	(10%)
TOTALS	562	(100%)	516	(100%)	1078	(101%)*

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 6: ACTUAL NUMBER OF CLASSROOM OBSERVATIONS BY SUPERVISORS REPORTED BY TEACHERS, AND AVERAGE NUMBER OF CLASSROOM OBSERVATIONS OF TENURED TEACHERS REPORTED BY SUPERVISORS

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
0	16	(3%)	8	(2%)	24	(2%)	0	(---)
1	127	(23%)	175	(34%)	302	(28%)	16	(30%)
2	87	(15%)	131	(25%)	218	(20%)	9	(17%)
3-4	108	(19%)	79	(15%)	187	(17%)	9	(17%)
5-8	138	(25%)	68	(13%)	206	(19%)	13	(25%)
9 or more	63	(11%)	41	(8%)	104	(10%)	6	(11%)
No Response	23	(4%)	14	(3%)	37	(3%)	0	(---)
TOTALS	562	(100%)	516	(100%)	1078	(99%)*	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 7: AVERAGE DURATION OF EACH OBSERVATION

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
1-10 minutes	71	(13%)	60	(12%)	131	(12%)	4	(8%)
11-20 minutes	182	(32%)	102	(20%)	284	(26%)	13	(25%)
21-30 minutes	157	(28%)	75	(15%)	232	(22%)	6	(11%)
31-40 minutes	40	(7%)	94	(18%)	134	(12%)	6	(11%)
41-50 minutes	44	(8%)	162	(31%)	206	(19%)	21	(40%)
51-60 minutes	29	(5%)	4	(1%)	33	(3%)	2	(4%)
61 minutes or more	2	(<1%)	3	(1%)	5	(<1%)	0	(---)
Zero or No response	37	(7%)	16	(3%)	53	(5%)	1	(2%)
TOTALS	562	(100%)	516	(101%)*	1078	(99%)*	53	(101%)*

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 8: FREQUENCY AND PERCENTAGE OF TEACHERS AND THEIR SUPERVISORS REPORTING ADVANCE NOTICE WAS GIVEN FOR AT LEAST ONE OBSERVATION

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Advance Notice Given at Least Once	173	(31%)	135	(26%)	308	(29%)	36	(68%)
No Advance Notice Given	361	(64%)	366	(71%)	727	(67%)	17	(32%)
No Response	28	(5%)	15	(3%)	43	(4%)	0	(-)
TOTAL	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 9: FREQUENCY AND PERCENTAGE OF TEACHERS AND THEIR SUPERVISORS REPORTING AT LEAST ONE OBSERVATION WAS PRECEDED BY A DISCUSSION OF THE LESSON TO BE OBSERVED

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Pre-observation Discussion of Lesson at Least Once during School Year.	64	(11%)	85	(16%)	149	(14%)	37	(70%)
No Pre-observation Conferences	451	(80%)	395	(77%)	846	(78%)	16	(30%)
No response	47	(8%)	36	(7%)	83	(8%)	0	(---)
TOTALS	562	(99%)*	516	(100%)	1078	(100%)	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 10: PERCEIVED HELPFULNESS TO TEACHERS OF PRE-OBSERVATION CONFERENCES

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Very helpful	32	(6%)	35	(7%)	67	(6%)	10	(19%)
Somewhat helpful	39	(7%)	61	(12%)	100	(9%)	27	(51%)
Not helpful	29	(5%)	31	(6%)	60	(6%)	0	(-)
No response	462	(82%)	389	(75%)	851	(79%)	16	(30%)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 11: FREQUENCY AND PERCENTAGE OF TEACHERS AND THEIR SUPERVISORS REPORTING AT LEAST ONE POST-OBSERVATION CONFERENCE DURING SCHOOL YEAR

	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
Post Observation Conference at Least Once During School Year	348	(62%)	371	(72%)	719	(67%)	52	(98%)
No Post-Observation Conference	180	(32%)	124	(24%)	304	(28%)	1	(2%)
No Response	34	(6%)	21	(4%)	55	(5%)	0	(-)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 12: EXTENT TO WHICH TEACHERS' OPINIONS WERE DISCUSSED DURING POST-OBSERVATION CONFERENCES

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
To A Great Extent	116	(21%)	128	(25%)	244	(23%)	24	(45%)
To Some Extent	210	(37%)	223	(43%)	433	(40%)	25	(47%)
Not At All	41	(7%)	37	(7%)	78	(7%)	1	(2%)
No Response	195	(35%)	128	(25%)	323	(30%)	3	(6%)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

FIGURE 13: PERCEIVED HELPFULNESS TO TEACHERS OF POST-OBSERVATION CONFERENCES

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Very Helpful	128	(23%)	114	(22%)	242	(22%)	20	(38%)
Somewhat Helpful	191	(34%)	212	(41%)	403	(37%)	29	(55%)
Not Helpful	42	(7%)	59	(12%)	101	(9%)	1	(2%)
No Response	201	(36%)	131	(25%)	332	(31%)	3	(6%)
TOTALS	562	(100%)	516	(100%)	1078	(99%)*	53	(101%)*

*Percentages do not sum to 100 due to the imprecision of roudning.

FIGURE 14: PERCEIVED HELPFULNESS OF OBSERVATIONS AND RELATED CONFERENCES FOR IMPROVING DAY-TO-DAY TEACHING

	Elementary Teachers		Secondary Teachers		All Teachers		Supervis	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(..)
Very Helpful	101	(18%)	80	(15%)	181	(17%)	12	(23%)
Somewhat Helpful	272	(48%)	254	(49%)	526	(49%)	38	(72%)
Not Helpful	149	(27%)	153	(30%)	302	(28%)	2	(4%)
No Response	40	(7%)	29	(6%)	69	(6%)	1	(2%)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(101%)*

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 15: FREQUENCY AND PERCENTAGE OF SUPERVISORS COMPLETING FORMAL EVALUATIONS ON SUPERVISED TEACHERS

	Elementary Teachers		Secondary Teachers		All Teachers		Supervisors	
	frequency	(%)	frequency	(%)	frequency	(%)	frequency	(%)
Supervisor did complete formal evaluation[1]	527	(94%)	476	(92%)	1003	(93%)	49	(92%)
Supervisor d complete forma evaluatio	22	(4%)	30	(6%)	52	(5%)	3	(6%)
No Response	13	(2%)	10	(2%)	23	(2%)	1	(2%)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

[1]Supervisors were asked for the percentage of supervisees for whom a formal evaluation was completed. Those who reported completing formal evaluations on more than 50% of supervised teachers are categorized as "DID COMPLETE" in this Figure. Those reporting 50% or less are categorized as "DID NOT."

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FIGURE 16: FREQUENCY AND PERCENTAGE OF TEACHERS WHO OBSERVED THE TEACHING OF OTHER TEACHERS DURING THE SCHOOL YEAR

	Elementary Teachers		Secondary Teachers		All Teachers	
	frequency	(%)	frequency	(%)	frequency	(%)
Observed another teacher at least once	127	(23%)	133	(26%)	260	(24%)
Did not observe at all	429	(76%)	380	(74%)	809	(75%)
No Response	6	(1%)	3	(	9	(1%)
TOTALS	562	(100%)	516	(101%)	1078	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 17: NUMBER OF TIMES TEACHERS REPORTED OBSERVING TEACHING OF OTHER TEACHERS DURING SCHOOL YEAR

Times	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)
1	29	(6%)	18	(3%)	47	(4%)
2	21	(4%)	21	(4%)	42	(4%)
3-4	24	(4%)	27	(5%)	51	(5%)
5-6	13	(2%)	25	(5%)	38	(4%)
7-8	1	(<1%)	2	(<1%)	3	(<1%)
9 or more	22	(4%)	24	(5%)	46	(4%)
0 or No Response	452	(80%)	399	(77%)	851	(79%)
TOTALS	562	(100%)	516	(99%)*	1078	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

FIGURE 18: PURPOSE FOR OBSERVATION

Teachers' Item[1]

The primary purpose for observation conducted by my supervisor during the school year seemed to be:

1. To determine a formal rating of my teaching.
2. To assist me to improve my teaching.
3. To comply with legal requirements that I be observed.
4. Other -- please specify.

Supervisors'Item[1]

The primary purpose for observations I conducted during the 1981-82 school year was:

1. To determine a formal rating of each teacher.
2. To assist teachers to improve their teaching.
3. To comply with legal requirements that teachers be observed.
4. Other -- please specify.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Formal rating	190	(34%)	202	(39%)	392	(36%)	13	(25%)
2. Improve teaching	114	(20%)	66	(13%)	180	(17%)	27	(51%)
3. Comply with law	211	(38%)	210	(41%)	421	(39%)	9	(17%)
4. Other	20	(4%)	22	(4%)	42	(4%)	4	(8%)
No response	27	(5%)	16	(3%)	43	(4%)	0	(---)
TOTALS	562	(101%)*	516	(100%)	1078	(100%)	53	(101%)*

*Percentages do not sum to 100 due to the imprecision of rounding.
[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 19: INITIATING THE OBSERVATION

Teachers' Item[1]

1. I felt comfortable to request my supervisor to observe my teaching and I did initiate at least one observation during the 1981-1982 school year.
2. I felt comfortable to request my supervisor to observe my teaching but did not initiate any observation during the 1981-1982 school year.
3. I did not feel comfortable to initiate an observation.

Supervisors' Item[1]

1. I tried to make teachers feel comfortable to request classroom observations and at least one teacher did initiate an observation during the 1981-82 school year
2. I tried to make teachers feel comfortable to request classroom observations but no teacher initiated an observation during the 1981-82 school year.
3. I did not try to make teachers feel comfortable to request classroom observations.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Comfortable and did initiate	71	(13%)	82	(16%)	153	(14%)	39	(74%)
2. Comfortable but did not initiate	358	(64%)	322	(62%)	680	(63%)	9	(17%)
3. Not comfortable	90	(16%)	80	(15%)	170	(16%)	5	(9%)
No response	43	(8%)	32	(6%)	75	(7%)	0	(-)
TOTALS	562	(101%)*	516	(99%)*	1078	(100%)	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 20: SCHEDULING THE OBSERVATION

Teachers' Item[1]

1. I determined the date and time for my supervisor to observe my teaching.
2. My supervisor and I jointly determined the date and time for the observation.
3. My supervisor determined the date and time for the observation and notified me at least one day in advance.
4. My supervisor determined the date and time for the observation and did not notify me at least one day in advance.

Supervisors' Item[1]

1. The teacher determined the date and time for me to observe his/her teaching.
2. The teacher and I jointly determined the date and time for the observation.
3. I determined the date and time for the observation and notified the teacher at least one day in advance.
4. I determined the date and time for the observation and did not notify the teacher at least one day in advance.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Teacher scheduled	16	(3%)	15	(3%)	31	(3%)	8	(15%)
2. Jointly scheduled	56	(10%)	52	(10%)	108	(10%)	14	(26%)
3. Supervisor scheduled; gave advance notice	122	(22%)	53	(10%)	175	(16%)	7	(13%)
4. Supervisor scheduled; gave no notice	337	(60%)	372	(72%)	709	(66%)	24	(45%)
No Response	31	(6%)	24	(5%)	55	(5%)	0	(---)
TOTALS	562	(101%)*	516	(100%)	1078	(100%)	53	(99%)*

*Percentages do not sum to 100 due to the imprecision of rounding.

[1]From Survey of Supervisory Practices, (c) 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 21: SUPERVISOR'S AWARENESS OF LESSON PLAN

Teachers' Item[1]
1. My supervisor was unaware of the purpose and planned activities for the observed lesson before the observation.
2. My supervisor examined my written lesson plan for the observed lesson prior to or during the observation.
3. My supervisor and I discussed the purpose and planned activities for the observed lesson prior to the observation.

Supervisors' Item[1]
1. Generally, I did not examine the written lesson plan or discuss the purpose for the lesson with the teacher before the observation.
2. Generally, I examined the teacher's written lesson plan for the observed lesson prior to or during the observation.
3. Generally, the teacher and I discussed the purpose and planned activities for the observed lesson prior to the observation.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
Supervisor unaware of lesson plan	267	(48%)	219	(42%)	486	(45%)	15	(28%)
Supervisor examined written lesson plan	211	(38%)	207	(40%)	418	(39%)	27	(51%)
Supervisor and teacher discussed lesson before observation	41	(7%)	51	(10%)	92	(9%)	11	(21%)
No Response	43	(8%)	39	(8%)	82	(8%)	0	(-)
TOTALS	562	(101%)*	516	(100%)	1078	(101%)*	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.
[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 22: FOCUS FOR THE OBSERVATION

Teachers' Item[1]

When my supervisor observed in my classroom he/she seemed to look for:

1. Whatever he/she thought was important at the time.
2. A set of criteria developed by the state for all teachers.
3. A set of criteria developed by the school district for all teachers.
4. A set of criteria developed for specific content area or grade level teachers.
5. Specific criteria developed jointly by the supervisor and me to meet my own classroom needs.

Supervisors' Item[1]

When I observed in a teacher's classroom I usually looked for:

1. Whatever I thought was important at the time.
2. A set of criteria developed by the state for all teachers.
3. A set of criteria developed by the school district for all teachers.
4. A set of criteria developed for specific content area or grade level teachers.
5. Specific criteria developed jointly by the teacher and me to meet his/her classroom needs.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Whatever	203	(36%)	168	(33%)	371	(34%)	15	(28%)
2. State criteria	47	(8%)	73	(14%)	120	(11%)	3	(6%)
3. District criteria	128	(23%)	151	(29%)	279	(26%)	14	(26%)
4. Content/Grade Criteria	93	(17%)	42	(8%)	135	(13%)	9	(16%)
5. Criteria specific to my needs	58	(10%)	53	(10%)	111	(10%)	11	(21%)
No Response	33	(6%)	29	(6%)	62	(6%)	1	(2%)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(99%)*

*Percentages do not sum to 100 due to the imprecision of rounding.

[1]From Survey of Supervisory Practices, (c) 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 23: NOTE-TAKING DURING OBSERVATION

Teachers' Item[1]

During the actual observation my supervisor:

1. Took notes which I later had the opportunity to examine.
2. Took notes which I did not have the opportunity to examine.
3. Took no notes.

Supervisors'Item[1]

During the actual observation I usually:

1. Took notes which I later gave the teacher the opportunity to examine.
2. Took notes which I did not give the teacher the opportunity to examine.
3. Took no notes.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Notes were taken and shared	350	(62%)	297	(58%)	647	(60%)	39	(74%)
2. Notes were taken but not shared	101	(18%)	114	(22%)	215	(20%)	8	(15%)
3. No notes were taken	80	(14%)	78	(15%)	158	(15%)	6	(11%)
No Response	31	(6%)	27	(5%)	58	(5%)	0	(---)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 24: SUMMARIZING THE OBSERVATION IN WRITING

Teachers' Item[1]

A written report or summary of my teaching performance was:

1. Prepared by the supervisor following observation and reflected only his/her perceptions.
2. Prepared by the supervisor following an observation and reflected both the supervisor's and my perceptions.
3. Prepared by the supervisor without classroom observation.
4. Not prepared.

Supervisors'Item[1]

A written report or summary of the teaching performance was generally:

1. Prepared by me following observation, depicting my perceptions of the teaching.
2. Prepared by me following an observation and reflected both the teacher's and my perceptions.
3. Prepared by me without classroom observation.
4. Not prepared by me.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Prepared by supervisor alone after observation	363	(65%)	300	(58%)	663	(62%)	38	(72%)
2. Prepared by supervisor after observation incorporating teacher's perceptions	91	(16%)	107	(21%)	198	(18%)	6	(11%)
3. Prepared by supervisor without observation	8	(1%)	9	(2%)	17	(2%)	2	(4%)
4. Not prepared	65	(12%)	79	(15%)	144	(13%)	7	(13%)
No response	35	(6%)	21	(4%)	56	(5%)	0	(---)
TOTALS	562	(100%)	516	(100%)	1078	(100%)	53	(100%)

[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 25: TEACHERS' AND SUPERVISORS' PERCEPTIONS OF SOURCE OF RECOMMENDED CHANGES

Teachers' Item[1]

As part of the observation and related correspondence or conferences:

1. My supervisor independently recommended changes which might improve my teaching.
2. My supervisor and I jointly identified changes which might improve my teaching.
3. I identified changes which might improve my teaching and discussed these changes with my supervisor.
4. I identified changes which might improve my teaching but did not discuss these changes with my supervisor.
5. No changes were identified.

Supervisors' Item[1]

As part of the observation and related correspondence or conferences:

1. I independently recommended changes which might improve teaching.
2. The teacher and I jointly identified changes which might improve teaching.
3. The teacher identified changes which might improve teaching and discussed these changes with me.
4. I identified changes which might improve teaching and did not communicate changes to the teacher.
5. No changes were identified.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Supervisor recommendation	90	(16%)	95	(18%)	185	(17%)	15	(28%)
2. Joint identification	157	(28%)	159	(31%)	316	(29%)	38	(72%)
3. Teacher identified	28	(5%)	27	(5%)	55	(5%)	0	(---)
4. "I" identified; not discussed	26	(5%)	10	(2%)	36	(3%)	0	(---)
5. No identified changes	236	(42%)	211	(41%)	447	(41%)	0	(---)
No response	25	(4%)	14	(3%)	39	(4%)	0	(---)
TOTALS	562	(100%)	516	(100%)	1078	(99%)*	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.

[1] From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 26: IMPROVEMENTS ATTEMPTED

Teachers' Item[1]

Regarding the changes discussed in item H above:

1. I tried out at least one of the changes and found it to be worthwhile.
2. I tried out at least one of the changes but did not find any suggested change worthwhile.
3. I did not really try any of the recommended changes.
4. No changes were identified.

Supervisors' Item[1]

Regarding the changes discussed in item H above:

1. Teachers generally tried the changes and often adopted them as a regular teaching practice.
2. Teachers generally tried the changes but rarely adopted them as a regular teaching practice.
3. Teachers rarely tried the changes (except perhaps when I was present).

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Tried and valued	252	(45%)	221	(43%)	473	(44%)	42	(79%)
2. Tried, but not valued	24	(4%)	35	(7%)	59	(5%)	6	(11%)
3. Not tried	12	(2%)	27	(5%)	39	(4%)	1	(2%)
4. No changes identified	218	(39%)	194	(38%)	412	(38%)	XX	XXX
No Response	56	(11%)	39	(8%)	95	(9%)	4	(8%)
TOTALS	562	(101%)*	516	(101%)*	1078	(100%)	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.
[1]From Survey of Supervisory Practices, © 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

FIGURE 27: ACCURACY OF FINAL APPRAISAL

Teachers' Item[1]

The supervisor's final appraisal of my teaching performance was:

1. Fair and accurate.
2. Overly positive.
3. Overly negative.
4. Never communicated to me.

Supervisors' Item[1]

Teachers generally viewed my appraisal of their teaching performance as:

1. Fair and accurate.
2. Overly positive.
3. Overly negative.

Options	Elementary Teachers frequency	(%)	Secondary Teachers frequency	(%)	All Teachers frequency	(%)	Supervisors frequency	(%)
1. Fair and accurate.	428	(76%)	407	(79%)	835	(77%)	50	(94%)
2. Overly positive.	63	(11%)	39	(8%)	102	(9%)	2	(4%)
3. Overly negative.	5	(1%)	13	(3%)	18	(2%)	0	(---)
4. Not communicated.	35	(6%)	35	(7%)	70	(6%)	XX	XXX
No Response	31	(5%)	22	(4%)	53	(5%)	1	(2%)
TOTALS	562	(99%)*	516	(101%)*	1078	(99%)*	53	(100%)

*Percentages do not sum to 100 due to the imprecision of rounding.
[1]From Survey of Supervisory Practices, (c) 1984 by Lee Goldsberry, Paulette L. Harvey and Nancy E. Hoffman

TABLE 28: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 1.

TEACHER'S ITEM: My supervisor was very knowledgeable about effective teaching.

SUPERVISOR'S ITEM: I felt I was very knowledgeable about effective teaching.

ELEMENTARY TEACHERS (N = 548)

$\bar{X}$ = 3.00 S.D. = 1.86 RANGE = 1 to 9

SECONDARY TEACHERS (N = 503)

$\bar{X}$ = 3.26 S.D. = 1.67 RANGE = 1 to 9

ALL TEACHERS (N = 1051)

$\bar{X}$ = 3.12 S.D. = 1.78 RANGE = 1 to 9

SUPERVISORS (N = 53)

$\bar{X}$ = 2.83 S.D. = 1.01 RANGE = 1 to 5

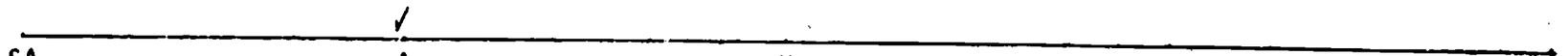
✓ indicates mean score

TABLE 29: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 2.

TEACHER'S ITEM: My supervisor had a good grasp of what I was trying to do with my own teaching.

SUPERVISOR'S ITEM: I usually had a good grasp of what each teacher was trying to do with his/her own teaching.

ELEMENTARY TEACHERS (N = 549)



$\bar{X}$ = 2.99 S.D. = 1.78 RANGE = 1 to 9

SECONDARY TEACHERS (N = 506)

$\bar{X}$ = 3.20 S.D. = 1.74 RANGE = 1 to 9

ALL TEACHERS (N = 1055)

$\bar{X}$ = 3.09 S.D. = 1.76 RANGE = 1 to 9

SUPERVISORS (N = 53)

$\bar{X}$ = 2.72 S.D. = 1.13 RANGE = 1 to 7

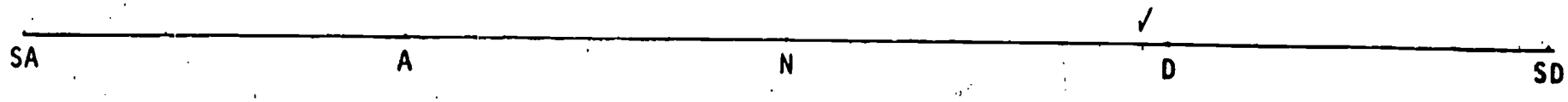
✓ indicates mean score

TABLE 30: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 3.

TEACHER'S ITEM: My supervisor was <u>unable</u> to discuss my own teaching with me in a <u>productive</u> way.

SUPERVISOR'S ITEM: My discussions with teachers about their teaching were usually <u>not</u> productive.

ELEMENTARY TEACHERS (N = 547)

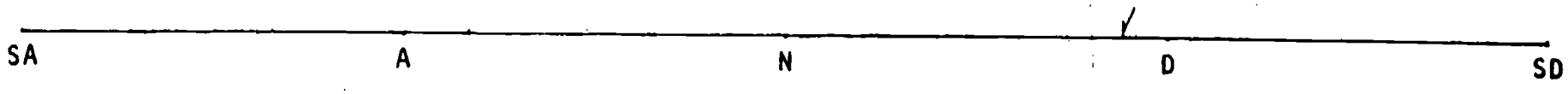


$\bar{X}$ = 6.86 S.D. = 2.02 RANGE = 1 to 9

SECONDARY TEACHERS (N = 501)

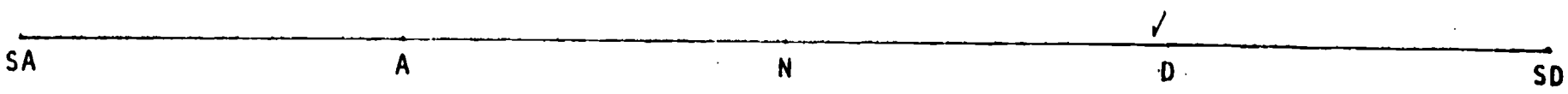
$\bar{X}$ = 6.62 S.D. = 1.94 RANGE = 1 to 9

ALL TEACHERS (N = 1048)



$\bar{X}$ = 6.75 S.D. = 1.99 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 6.89 S.D. = 1.45 RANGE = 3 to 9

✓ indicates mean score

TABLE 31: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 4.

TEACHER'S ITEM: My supervisor really got me to think about my teaching.

SUPERVISOR'S ITEM: Generally I really got teachers to think about their own teaching.

ELEMENTARY TEACHERS (N = 550)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.28 S.D. = 1.85 RANGE = 1 to 9

SECONDARY TEACHERS (N = 503)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.51 S.D. = 1.77 RANGE = 1 to 9

ALL TEACHERS (N = 1053)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.39 S.D. = 1.82 RANGE = 1 to 9

SUPERVISORS (N = 53)

SA — ✓A — N — D — SD

$\bar{X}$ = 3.62 S.D. = 1.20 RANGE = 1 to 7

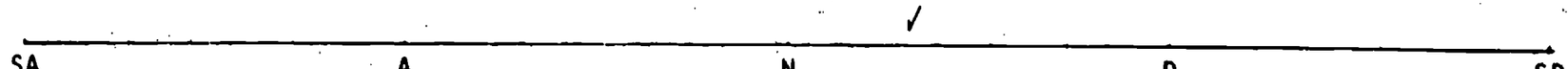
✓ indicates mean score

TABLE 32: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 5.

TEACHER'S ITEM: My supervisor did not observe me often enough to get a broad and accurate overview of my teaching.

SUPERVISOR'S ITEM: Generally I did not observe each teacher often enough to get a broad and accurate overview of his/her teaching.

ELEMENTARY TEACHERS (N = 550)

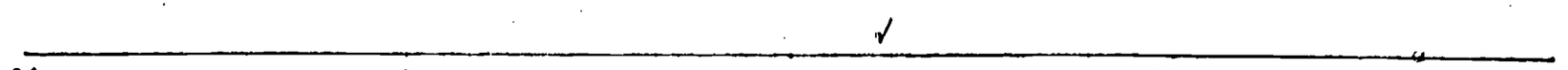


$\bar{X}$ = 5.61 S.D. = 2.50 RANGE = 1 to 9

SECONDARY TEACHERS (N = 504)

$\bar{X}$ = 5.25 S.D. = 2.38 RANGE = 1 to 9

ALL TEACHERS (N = 1054)



$\bar{X}$ = 5.44 S.D. = 2.45 RANGE = 1 to 9

SUPERVISORS (N = 53)

$\bar{X}$ = 5.96 S.D. = 2.31 RANGE = 1 to 9

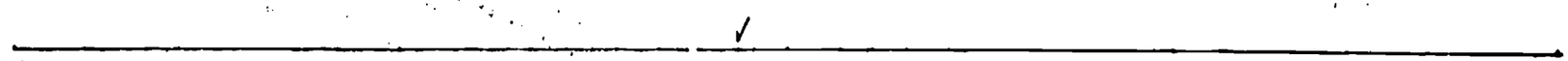
✓ indicates mean score

TABLE 33: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 6.

TEACHER'S ITEM: My supervisor helped me keep up with new developments that were relevant to my own teaching.

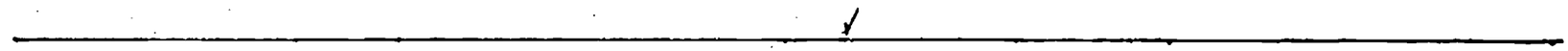
SUPERVISOR'S ITEM: I helped teachers keep up with new developments that were relevant to their own teaching.

ELEMENTARY TEACHERS (N = 549)



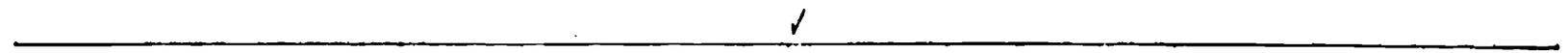
$\bar{X}$ = 4.75 S.D. = 2.23 RANGE = 1 to 9

SECONDARY TEACHERS (N = 505)



$\bar{X}$ = 5.30 S.D. = 1.94 RANGE = 1 to 9

ALL TEACHERS (N = 1054)



$\bar{X}$ = 5.02 S.D. = 2.11 RANGE = 1 to 9

SUPERVISORS (N = 53)

$\bar{X}$ = 3.98 S.D. = 1.37 RANGE = 1 to 7

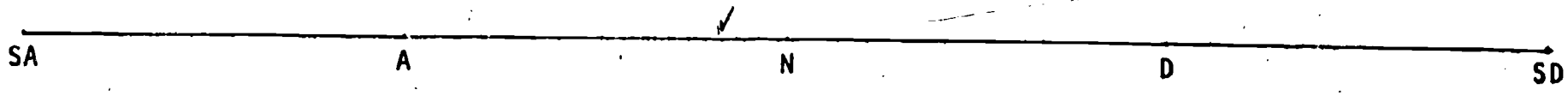
✓ indicates mean score

TABLE 34: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 7.

TEACHER'S ITEM: My supervisor values and closely monitors the achievement of my students.

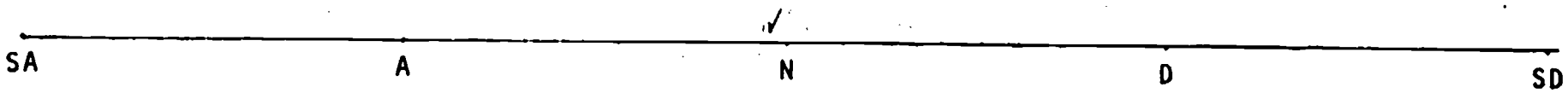
SUPERVISOR'S ITEM: I valued and closely monitored student achievement.

ELEMENTARY TEACHERS (N = 548)



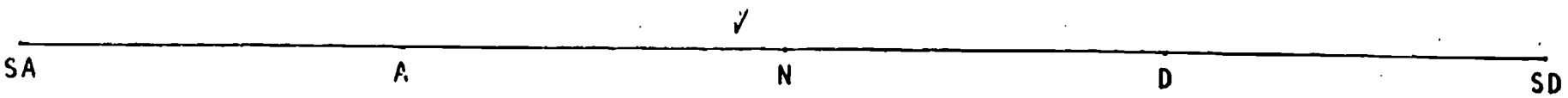
$\bar{X}$ = 4.63 S.D. = 2.30 RANGE = 1 to 9

SECONDARY TEACHERS (N = 504)



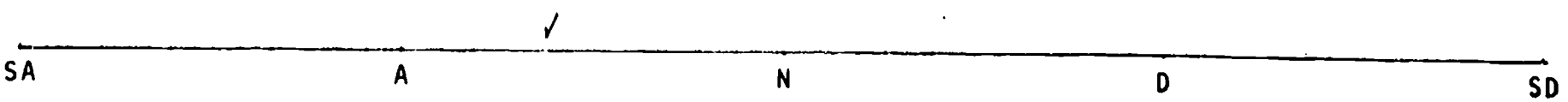
$\bar{X}$ = 4.86 S.D. = 2.02 RANGE = 1 to 9

ALL TEACHERS (N = 1052)



$\bar{X}$ = 4.74 S.D. = 2.17 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 3.77 S.D. = 1.44 RANGE = 1 to 7

✓ indicates mean score

TABLE 35: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 8.

TEACHER'S ITEM: The achievement of my students is emphasized by my supervisor when discussing my teaching effectiveness.

SUPERVISOR'S ITEM: In observations and communications with each teacher I emphasized the relationship between his/her teaching practices and student achievement.

ELEMENTARY TEACHERS (N = 544)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.46 S.D. = 2.14 RANGE = 1 to 9

SECONDARY TEACHERS (N = 503)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.66 S.D. = 1.89 RANGE = 1 to 9

ALL TEACHERS (N = 1047)

SA — A — ✓N — D — SD

$\bar{X}$ = 4.55 S.D. = 2.02 RANGE = 1 to 9

SUPERVISORS (N = 53)

SA — ✓A — N — D — SD

$\bar{X}$ = 3.79 S.D. = 1.42 RANGE = 1 to 7

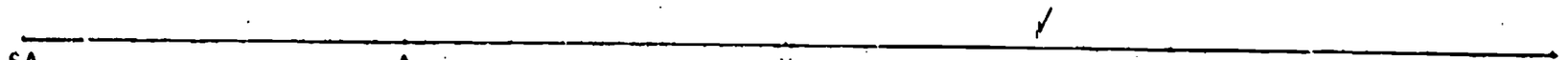
✓ indicates mean score

TABLE 36: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 9.

TEACHER'S ITEM: My supervisor is <u>not</u> clear and specific regarding his/her perceptions of my strengths as a teacher.

SUPERVISOR'S ITEM: My perceptions of each teacher's strengths generally were <u>not</u> communicated clearly and specifically.

ELEMENTARY TEACHERS (N = 544)

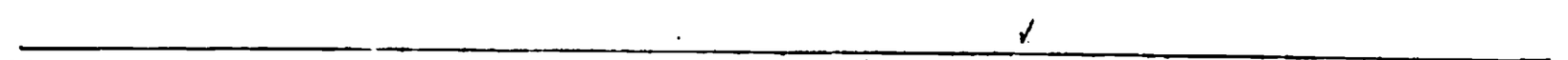


$\bar{X}$ = 6.33 S.D. = 2.11 RANGE = 1 to 9

SECONDARY TEACHERS (N = 502)

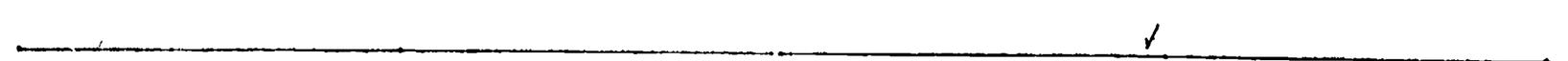
$\bar{X}$ = 6.21 S.D. = 1.91 RANGE = 1 to 9

ALL TEACHERS (N = 1046)



$\bar{X}$ = 6.27 S.D. = 2.02 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 6.94 S.D. = 1.52 RANGE = 3 to 9

✓ indicates mean score

TABLE 37: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 10.

TEACHER'S ITEM: My supervisor was <u>not</u> clear and specific regarding his/her perceptions of my weaknesses as a teacher.

SUPERVISOR'S ITEM: My perceptions of each teacher's weaknesses generally were <u>not</u> communicated clearly and specifically.

ELEMENTARY TEACHERS (N = 545)

SA — A — N — D — SD (✓ at N)

$\bar{X}$ = 6.09 S.D. = 2.02 RANGE = 1 to 9

SECONDARY TEACHERS (N = 503)

SA — A — N — D — SD (✓ at N)

$\bar{X}$ = 6.10 S.D. = 1.92 RANGE = 1 to 9

ALL TEACHERS (N = 1048)

SA — A — N — D — SD (✓ at N)

$\bar{X}$ = 6.09 S.D. = 1.97 RANGE = 1 to 9

SUPERVISORS (N = 53)

SA — A — N — D — SD (✓ at D)

$\bar{X}$ = 6.68 S.D. = 1.67 RANGE = 3 to 9

✓ indicates mean score

TABLE 38: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 11.

TEACHER'S ITEM: My supervisor provided me with on-going help when specific changes in my teaching performance were recommended. (If no changes were recommended, please skip this item.)

SUPERVISOR'S ITEM: I provided teachers with on-going help when specific changes in teaching performance were recommended. (If no changes were recommended, please skip this item.)

ELEMENTARY TEACHERS (N = 240)

SA — A — ✓ N — D — SD

$\bar{X}$ = 4.33 S.D. = 2.05 RANGE = 1 to 9

SECONDARY TEACHERS (N = 228)

SA — A — ✓ N — D — SD

$\bar{X}$ = 4.56 S.D. = 1.80 RANGE = 1 to 9

ALL TEACHERS (N = 468)

SA — A — ✓ N — D — SD

$\bar{X}$ = 4.44 S.D. = 1.93 RANGE = 1 to 9

SUPERVISORS (N = 51)

SA — ✓ A — N — D — SD

$\bar{X}$ = 3.20 S.D. = 1.56 RANGE = 1 to 9

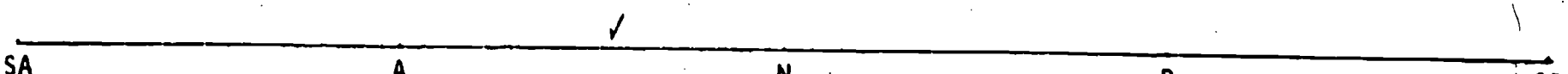
✓ indicates mean score

TABLE 39: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 12.

TEACHER'S ITEM: The supervision I received was helpful to my improvement as a teacher.

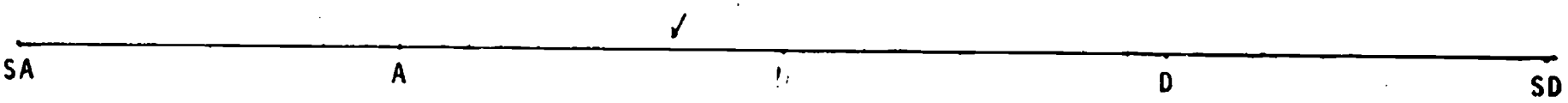
SUPERVISOR'S ITEM: Generally teachers perceived the supervision I provided as helpful for improving their teaching.

ELEMENTARY TEACHERS (N = 543)



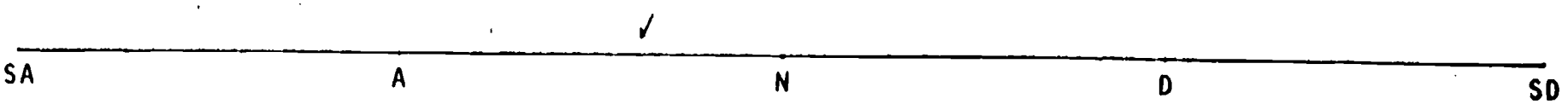
$\bar{X}$ = 4.13 S.D. = 2.02 RANGE = 1 to 9

SECONDARY TEACHERS (N = 504)



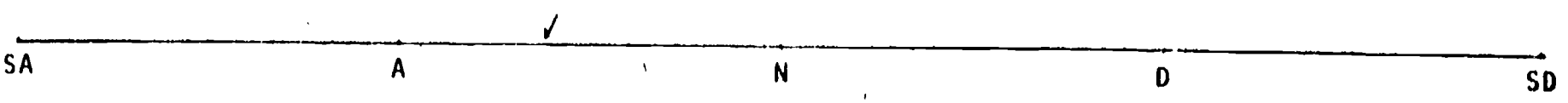
$\bar{X}$ = 4.44 S.D. = 1.92 RANGE = 1 to 9

ALL TEACHERS (N = 1047)



$\bar{X}$ = 4.28 S.D. = 1.98 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 3.79 S.D. = 1.34 RANGE = 1 to 9

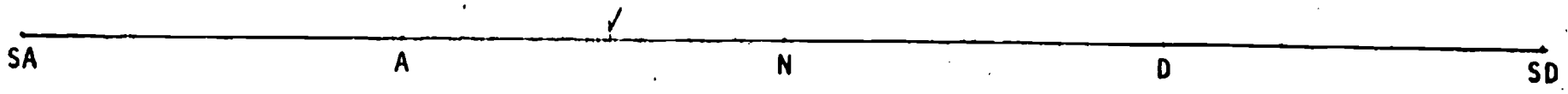
✓ indicates mean score

TABLE 40: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 13.

TEACHER'S ITEM: Inservice teacher education received during the 1981-1982 school year was not related to the classroom supervision I received.

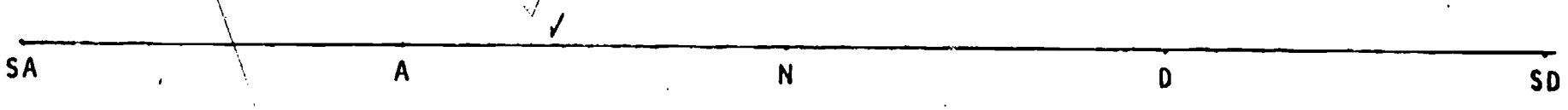
SUPERVISOR'S ITEM: Inservice education for teachers during the 1981-1982 school year was not related to the classroom supervision I provided.

ELEMENTARY TEACHERS (N = 543)



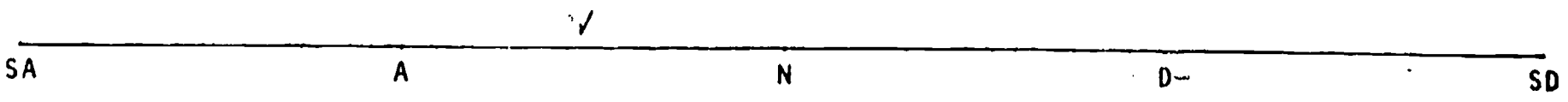
$\bar{X}$ = 4.09 S.D. = 2.35 RANGE = 1 to 9

SECONDARY TEACHERS (N = 501)



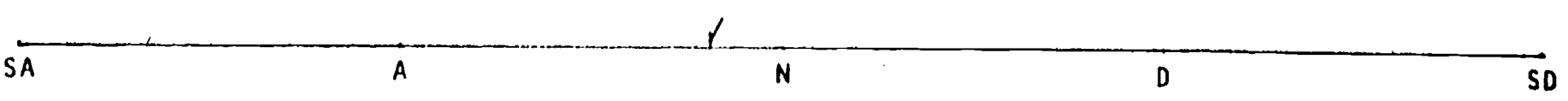
$\bar{X}$ = 3.79 S.D. = 2.11 RANGE = 1 to 9

ALL TEACHERS (N = 1044)



$\bar{X}$ = 3.95 S.D. = 2.24 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 4.62 S.D. = 2.35 RANGE = 1 to 9

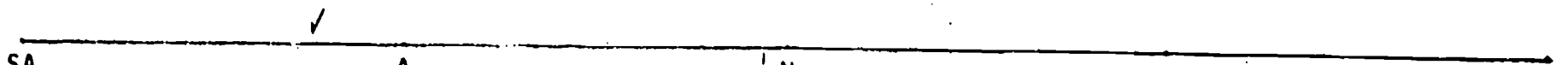
✓ indicates mean score

TABLE 41: MEANS, STANDARD DEVIATIONS, AND RANGES FOR LIKERT-TYPE ITEM # 14.

TEACHER'S ITEM: I would welcome the opportunity to observe other teachers teach <u>and</u> believe my own teaching might profit from it.

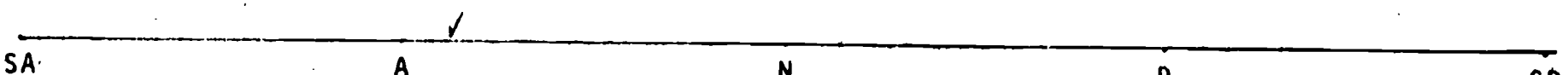
SUPERVISOR'S ITEM: I believe teachers should have the opportunity to observe their colleagues teach <u>and</u> I believe their teaching might profit from it.

ELEMENTARY TEACHERS (N = 551)



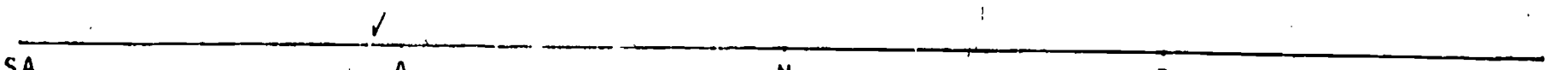
$\bar{X}$ = 2.52 S.D. = 1.70 RANGE = 1 to 9

SECONDARY TEACHERS (N = 504)



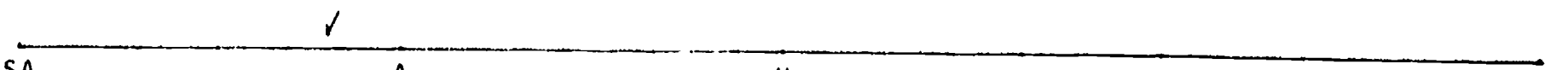
$\bar{X}$ = 3.27 S.D. = 1.91 RANGE = 1 to 9

ALL TEACHERS (N = 1055)



$\bar{X}$ = 2.88 S.D. = 1.84 RANGE = 1 to 9

SUPERVISORS (N = 53)



$\bar{X}$ = 2.62 S.D. = 1.81 RANGE = 1 to 9

✓ indicates mean score

TABLE 42: COMPARISON OF MEANS FOR LIKERT-TYPE ITEMS

	SUPERVISORS' MEAN	TEACHERS' MEAN	DIFFERENCE (S-T)	ITEM
1.	2.83	3.12	-0.29	Supervisor knowledgeable about effective teaching
2.	2.72	3.09	-0.37	Supervisor knowlegeable of teacher's aims
3.	6.89	6.75	0.14	Supervisor unable to discuss teaching productively
4.	3.62	4.39	-0.77	Supervisor got teacher to think about teaching
5.	5.96	5.44	0.52	Supervisor did not observe often enough for overview
6.	3.98	5.02	-1.04	Supervisor helped teacher keep up with new developments
7.	3.77	4.74	-0.97	Supervisor monitors student achievement
8.	3.79	4.55	-0.76	Supervisor emphasizes teaching effect upon student achievement
9.	6.94	6.27	0.67	Supervisor not clear regarding teacher strengths
10.	6.68	6.09	0.59	Supervisor not clear regarding teacher weaknesses
11.	3.20	4.44	-1.24	Supervisor provided ongoing help
12.	3.79	4.28	-0.49	Supervision was helpful for teacher improvement
13.	4.62	3.95	0.67	Inservice teacher education was not related to supervision
14.	2.62	2.88	-0.26	Teachers would profit from observing other teachers

Figure 43: Analysis of Variance Summary Table of All Sources of Data for the Likert Helpfulness Item: The supervision I received was helpful to my improvement as a teacher.

Source	Sum of Squares	DF	F Value	Prob.
Responses to Survey Items:				
Post observation conferences	11.7534	1	6.32	0.0121*
Purpose for the observation	88.3270	3	15.83	0.0001**
Awareness of lesson plan	10.4476	1	5.62	0.0180*
Identification of possible improvements.	33.8278	4	4.55	0.0012**
Ability to get the teacher to think about teaching	496.7078	2	133.54	0.0001**
Emphasis on students' achievement	84.8903	2	22.82	0.0001**

* Significant at the .05 level

** Significant at the .01 level

Figure 44: Duncan's Multiple Range Test for Significant Differences between Mean Scores for the Likert Helpfulness Item using Teacher's Experiences With Post-Observation Conferences as the Independent Variable

Item: The supervision I received was helpful to my improvement as a teacher

Post Observation Conference	Mean	Grouping	N
yes	3.958	A	671
no	5.128	B	265

(Means with the same letter grouping are not significantly different at the .05 level.)

Figure 45: Chi Square of Teachers' Experiences With Post-Observation Conferences by Teachers' Perceptions of the Helpfulness of Observation and Related Conferences

Item: Overall how helpful have supervisory observations and related conferences been for improving your day-to-day teaching?

Post Observation Conference	Very helpful N (%)	Somewhat Helpful N (%)	Not helpful N (%)	Total N (%)
yes	160 (16)	396 (41)	158 (16)	714 (73)
no	15 (2)	112 (11)	137 (14)	264 (27)
Total	175 (18)	508 (52)	295 (30)	978 (100)

X^2 = 93.005

DF = 2

Prob. = 0.0001**

**P < .01

Figure 46: Duncan's Multiple Range Test Fo Significant Differences Among Mean Scores For The Likert Item Using Teachers' Perceptions Of Purpose For Observation As The Independent Variable

Item: The supervision I received was helpful to my improvement as a teacher.

Purpose for Observation	Mean	Grouping	N
Assistance to improve teaching	2.75	A	167
To determine a formal rating	4.06	B	348
Other	4.68	C	34
Compliance with legal requirements	5.13	D	387

(Means with the same letter grouping are not significantly different at the .05 level.)

Figure 47: Chi Square Of Teachers' Perceptions Of Purpose For Observation By Teachers' Perceptions Of The Helpfulness Of Observations and Related Conferences

Item: Overall how helpful have supervisory observations and related conferences been for improving your day-to-day teaching?

Purpose for Observation	Very helpful N (%)	Somewhat helpful N (%)	Not helpful N (%)	TOTALS
Assistance to improve teaching	79 (8)	99 (10)	0 (0)	178 (18)
To determine formal rating	63 (6)	219 (22)	90 (9)	372 (37)
Other	10 (1)	17 (2)	9 (1)	36 (4)
Compliance with legal requirements	23 (2)	181 (18)	196 (20)	400 (40)
TOTALS	175 (17)	516 (52)	295 (30)	986 (99)*

X^2 = 219.484

DF = 6

Prob. = 0.0001**

**P <.01

*Percentages do not sum to 100 due to the imprecision of rounding items.

Figure 48: Duncan's Multiple Range Test For Significant Differences Between Mean Scores For The Likert Helpfulness Shem Using Teachers' Perceptions Of Supervisor's Awareness Of Their Lesson Plan As The Independent Variable.

Item: The supervision I received was helpful to my improvement as a teacher.

Lesson Planning	Mean	Grouping	N
Supervisor aware of lesson's purpose and activities prior to or during observation*	3.87	A	484
Supervisor unaware of lesson's purpose and activities before the observation	4.73	B	452

(Means with the same letter grouping are not significantly different at the .05 level.)

*NOTE: Two responses from the SSP survey were grouped together to delineate supervisor's awareness for purposes of statistical analysis. (See options 1 and 2 on Table 21.)

TABLE 49: CHI SQUARE OF TEACHERS' PERCEPTIONS OF SUPERVISORS AWARENESS OF LESSON PLANS BY TEACHERS' PERCEPTIONS OF THE HELPFULNESS OF OBSERVATIONS AND RELATED CONFERENCES.

Overall, how helpful have supervisiry observation and related conferences been for improving your day-to-day teaching?

Lesson Planning	Very helpful N (%)	Somewhat helpful N (%)	Not helpful N (%)	Totals N (%)
Supervisor aware of lesson's purpose and activities prior to or during observation.	117 (12)	272 (28)	102 (11	491 (5)
Supervisor awar- of lesson's purpose and activities before the observation	58 (6)	223 (24)	182 (19)	463 (4)
Total	175 (18)	495 (52)	284 (30)	954 (100)

$X^2 = 46.49$
DF = 2
Prob. = 0.0001**

Figure 50: Duncan's Multiple Range Test For Significant Differences Among Mean Score For The Likert Helpfulness Item Using Teachers' Perceptions Of Source Of Recommended Changes As The Independent Variable

Item: The supervision I received was helpful to my improvement as a teacher.

Recommended changes as part of observations and related conferences	Mean	Grouping	N
Supervisor and Teacher jointly identified changes	3.19	C	283
Teacher identified and discussed changes with supervisor	3.82	B	50
Supervisor independently identified changes	4.19	B	171
Teacher identified but did not discuss changes with supervisor	4.77	A	26
No changes identified	5.12	A	406

(Means with the same letter grouping are not significantly different at the .05 level.)

Figure 51: Chi Square Of Teachers' Perceptions Of Source Of Recommended Changes By Teachers' Perceptions Of The Helpfulness Of Observations And Related Conferences

Item: Overall, how helpful have supervisory observations and related conferences been for improving your day-to-day teaching?

Possible Improvements	Very helpful N (%)	Somewhat helpful N (%)	Not helpful N (%)	Totals N (%)
Supervisor and Teacher jointly identified change	111 (11)	179 (18)	21 (2)	311 (31)
Teacher identified and discussed changes with supervisor	9 (1)	38 (4)	6 (1)	53 (6)
Supervisor independently identified changes	22 (2)	115 (12)	46 (5)	183 (19)
Teacher identified but did not discuss changes with supervisor	2 (0)	17 (2)	13 (1)	32 (3)
No changes identified	36 (4)	165 (17)	209 (21)	410 (42)
TOTALS	180 (18)	514 (53)	295 (30)	989 (101)*

*Percentages do not sum to 100 due to the imprecision of rounding items.

Figure 52: Duncan's Multiple Range Test For Significant Differences Among Mean Scores For The Likert Helpfulness Item Using Teachers' Perceptions Of Supervisor's Stimulation Of Their Thinking As The Independent Variable

Item: The supervision I received was helpful to my improvement as a teacher.

My supervisor really got me to think about my own teaching	Mean	Grouping	N
Agree	3.03	A	407
Neutral	4.76	B	381
Disagree	6.53	C	148

(Means with the same letter grouping are not significantly different at the .05 level.)

Figure 53: Chi Square Of Teachers' Perceptions Of Supervisor's Stimulation Of Their Thinking By Teachers' Perceptions Of The Helpfulness Of Observations And Related Conferences

Item: Overall, how helpful have supervisory observations and related conferences been for improving your day-to-day teaching?

My Supervisor really got me to think about my own teaching	Very helpful N (%)	Somewhat helpful N (%)	Not helpful N (%)	Totals N (%)
Agree	158 (16)	259 (26)	31 (3)	448 (45)
Neutral	19 (2)	227 (23)	156 (15)	402 (40)
Disagree	4 (<1)	39 (4)	113 (11)	156 (15)
TOTALS	181 (18)	525 (53)	300 (29)	1006 (100)

X^2 = 345.168
DF = 4
Prob. = 0.0001**

** P <.01

Figure 54: Duncan's Multiple Range Test For Significant Differences Among Mean Scores For The Likert Helpfulness Item Using Teachers' Perceptions Of Supervisor's Emphasis On Student Achievement As The Independent Variable

Item: The supervision I received was helpful to my improvement as a teacher.

The achievement of my students is emphasized by my supervisor when discussing my teaching effectiveness.	Mean	Grouping	N
Agree	3.43	A	429
Neutral	4.61	B	277
Disagree	5.50	C	230

(Means with the same letter grouping are not significantly different at the .05 level.)

Figure 55: Chi Square Of Teachers' Perceptions Of Supervisors' Emphasis On Student Achievement By Teachers' Perceptions Of The Helpfulness Of Observations And Related Conferences

Item: Overall, how helpful have supervisory observations and related conferences been for improving your day-to-day teaching?

The achievement of my students is emphasized by my supervisor when discussing my teaching effectiveness	Very helpful N (%)	Somewhat helpful N (%)	Not helpful N (%)	Totals N (%)
Agree	135 (13)	266 (27)	64 (6)	465 (46)
Neutral	33 (3)	148 (15)	117 (12)	298 (30)
Disagree	13 (2)	111 (11)	119 (12)	243 (25)
TOTALS	181 (18)	525 (53)	300 (30)	1006 (101)*

X^2 = 144.589

DF = 4

Prob. = 0.0001**

** $P < .01$

*Percentages do not sum to 100 due to the imprecision of rounding items.

Figure 56

Supervisors Responsible for

Teachers' Formal Evaluation

Percentage of Responsibility	Supervisors
100%	43 (81%)
90%	3 (6%)
80%	2 (4%)
70%	0 (---)
60%	1 (2%)
50%	0 (---)
40%	1 (2%)
30%	0 (---)
20%	0 (---)
10%	2 (4%)
NR	1 (2%)
Total	53

Figure 57

Teachers' Meeting Supervisors' Expectations

Frequency & Percentage of Teachers Who

Exceeded, Met, and Did Not Meet

Supervisor's Expectations

Item: Considering your own expectations for teaching performances, what percentage of the teachers you supervised during the 1981-82 school year fell in each of the following categories?

Percentage of Teachers	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
0 10%	18 (34%)	2 (4%)	37 (70%)
11 - 20%	12 (23%)	3 (6%)	5 (9%)
21 - 30%	5 (9%)	4 (8%)	3 (6%)
31 - 40%	2 (4%)	4 (8%)	1 (2%)
41 - 50%	5 (9%)	6 (11%)	1 (2%)
51 - 60%	3 (6%)	3 (5%)	1 (2%)
61 - 70%	1 (2%)	8 (15%)	2 (4%)
71 - 80%	3 (6%)	15 (28%)	0 (---)
81 90%	1 (2%)	5 (9%)	0 (---)
91 - 100%	0 (---)	0 (---)	0 (---)
NR	3 (6%)	3 (6%)	3 (6%)

Figure 58:
Frequencies and Percentages of Teachers
Given Unsatisfactory Ratings by
Supervisors

Number of Teachers	Frequencies and Percentages of Supervisors
0	48 (91%)
1	3 (6%)
2	1 (2%)
NR	1 (2%)
	53

Figure 59: Activities on Which Supervisors Spend Time

	No Response	Group II Required a Great Amount of Time	Group IV Required Considerable Time	Group IV Required Little Time	Group I Required No Time
Talking with Community	0	21 (40%)	20 (38%)	11 (21%)	1 (2%)
Student contact (not discipline)	0	18 (34%)	19 (36%)	14 (26%)	2 (4%)
Student Discipline	0	23 (43%)	10 (19%)	16 (30%)	4 (8%)
Informal Contact with Teachers	0	30 (57%)	17 (32%)	5 (9%)	1 (2%)
Inservice Activities	0	6 (11%)	19 (36%)	20 (38%)	8 (15%)
Formal Evaluation of Teachers	0	9 (17%)	27 (51%)	15 (28%)	2 (4%)
Personal Professional Development	1	7 (14%)	19 (37%)	24 (46%)	2 (4%)
Supply Activities	0	2 (4%)	9 (17%)	25 (47%)	17 (32%)
Managing Non-Professional Staff	1	6 (12%)	15 (29%)	24 (46%)	7 (14%)
Classroom Observation	0	28 (53%)	20 (38%)	5 (9%)	1 (2%)
Supervisory Conferences	0	13 (25%)	28 (53%)	11 (21%)	1 (2%)
Preparing for and Conducting Meetings	0	18 (34%)	17 (32%)	18 (34%)	0 (---)
Attending Meetings	0	32 (60%)	15 (28%)	3 (6%)	3 (6%)
Arranging for Substitutes	1	15 (29%)	11 (21%)	16 (31%)	10 (19%)
Preparing Written Communications	0	25 (47%)	19 (36%)	8 (15%)	1 (2%)
Curriculum Development/Long-Range Planning	0	16 (30%)	22 (42%)	14 (26%)	1 (2%)
Budget Activities	0	16 (30%)	15 (28%)	13 (25%)	9 (17%)
Scheduling Activities	1	15 (29%)	9 (17%)	23 (44%)	5 (10%)
Maintenance/Transportation	1	7 (14%)	19 (37%)	18 (35%	8 (15%)
Other	24	15 (29%)	2 (4%)	3 (6%)	3 (6%)

Figure 60:

Selected Descriptors of Supervision

		As Delivered	Should be Delivered
1	continuous	12 (23%)	13 (25%)
2	collaborative	6 (12%)	11 (17%)
4	rational	8 (15%)	7 (14%)
5	arbitrary	1 (2%)	1 (2%)
6	meaningful	12 (23%)	22 (42%)
7	constructive	27 (51%)	21 (40%)
8	supportive	34 (64%)	23 (43%)
10	disorganized	2 (4%)	0 (---)
11	stimulating	1 (2%)	9 (17%)
12	useless	2 (4%)	0 (---)
14	encouraging	10 (19%)	4 (8%)
15	systematic	9 (17%)	9 (17%)
18	productive	9 (17%)	19 (37%)
19	sporadic	2 (4%)	0 (---)
21	directive	6 (12%)	4 (8%)
22	varied	6 (12%)	2 (4%)
23	organized	5 (10%)	6 (12%)
	other	7 (14%)	7 (14%)

Prescriptions not listed from item II.A were not selected.

Figure 61:

Number of Teachers Supervised During 1981-82 School Year

Number of Teachers	Frequency and Percentages of Supervisors	Collapsed Frequency and Percentage of Supervisors
3 - 10	6 (11%)	16 (30%)
11 - 20	10 (19%)	
21 - 30	10 (19%)	21 (40%)
31 - 40	11 (21%)	
41 - 50	10 (19%)	16 (30%)
51 - 60	5 (9%)	
61 - .	1 (2%)	

RANGE: 3 - 75

Figure 62:

Supervisors Reporting Post Observation Conferences

Postconference	Supervisors
Always	25 (47%)
Usually	18 (34%)
Seldom	9 (17%)
Never	1 (2%)

Figure 63:

Teachers' Attitudes Toward Observation

as Perceived by Supervisors

Item: What percentage of the teachers you supervise do you believe hold the following attitudes regarding observations and related conferences?

Percentage of Teachers	Positive Attitude	Neutral Attitude	Negative Attitude
0 - 10%	8 (15%)	14 (26%)	30 (57%)
11 - 20%	5 (9%)	10 (19%)	5 (9%)
21 - 30%	8 (15%)	2 (4%)	7 (13%)
31 - 40%	1 (2%)	3 (6%)	2 (4%)
41 - 50%	3 (6%)	8 (15%)	3 (6%)
51 - 60%	4 (8%)	5 (9%)	1 (2%)
61 - 70%	3 (6%)	4 (8%)	1 (2%)
71 - 80%	12 (23%)	0 (---)	0 (---)
81 - 90%	2 (4%)	0 (---)	0 (---)
91 - 100%	3 (6%)	2 (4%)	1 (2%)
NR	4 (8%)	5 (9%)	4 (8%)

Figure 64:
Frequencies and Percentages of Teachers
Who Profit from Observations

Item: Of the teachers you supervise, what percentage do you feel can really profit from classroom observations and related conferences?

Percentage of Teachers that Supervisors Report Profit from Observation	Frequency and Percentage of Supervisors Reporting
0 - 10%	10 (19%)
11 - 20%	4 (8%)
21 - 30%	1 (2%)
31 - 40%	1 (2%)
41 - 50%	5 (9%)
51 - 60%	1 (2%)
61 - 70%	1 (2%)
71 - 80%	6 (11%)
81 - 90%	4 (8%)
91 - 100%	15 (28%)
NR	5 (9%)

Figure 65:

Factors Which Supervisors Perceive
as Obstacles to Supervision

	No Response	Not An Obstacle	Minor Obstacle	Major Obstacle
1. Responsibility for formally evaluating the teachers I supervise.	3 (6%)	33 (62%)	16 (30%)	1 (2%)
2. Inadequate preparation in skills required for observing and conferencing.	2 (4%)	32 (60%)	19 (36%)	0 (---)
3. Teachers' attitudes toward supervision.	2 (4%)	14 (26%)	33 (68%)	4 (8%)
4. Lack of administrative support.	2 (4%)	44 (83%)	6 (11%)	1 (2%)
5. Too many teachers for one person to supervise.	2 (4%)	21 (40%)	18 (34%)	12 (23%)
6. Too many other demands on my time.	2 (4%)	6 (11%)	16 (30%)	29 (55%)
7. Observations and conferences take too much time.	2 (4%)	20 (38%)	21 (40%)	10 (19%)

Figure 66:

Supervision Perceived as Virtually

Impossible in Making Meaningful

Improvements in Classroom Teaching

Item: Given the multiple demands on educational supervisors it is virtually impossible to provide the supervision necessary to make meaningful improvements in classroom teaching.

Item:	Supervisors	
Strongly Agree	5 (9%)	43%
Agree	8 (34%)	
Neutral	4 (8%)	
Disagree	19 (37%)	49%
Strongly Disagree	6 (12%)	
No Response	1 (2%)	