ABSTRACT
        Students' decisions are influenced by the moral
climate of their school. Changing social, economical, and traditional
family structures have contributed to an upheaval of moral
foundations. As a result, schools are becoming a critical arena for
students to develop into morally responsible adults. Consequently,
the moral growth of teachers is an important concern, as the levels
of their cognitive, conceptual, and ego development have a direct
relationship with student behavior and performance. Supervisors play
an important role in promoting the growth of adults in the school.
Those supervisors who do not manipulate teachers, who accept
responsibility for their mistakes, and who display authenticity and
candor are the most successful at generating trust among their staff.
This trust is essential when defining the moral dimensions of the
supervisional relationships between faculty and staff--relationships
that are a concern for the moral development of the entire school
community. A list of references is provided. (KM)

THE MORAL SIDE OF SUPERVISION

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The literature on educational administration contains more and more use of the terms 'ethical' and 'moral' (Foster, 1986; Greenfield, 1987; Kimbough, 1985; Strike, Haller & Soltis, 1988;). Epidemics of moral failures of public officials reported in the media raise concerns about the ethical conduct of school officials as well, as recent events in New York and other areas indicate. Much current scholarly thought in the social sciences reflects a paradigm shift away from a dogmatic positivism which relegates ethics and morality to the realm of personal preferences, prejudice and tastes, unsupportable by scientific argument (Lash, 1984), toward an acknowledgment of organizational and public life as a legitimate arena of moral striving and human fulfillment (Jennings, 1983).

The judgements and decisions made by students are influenced by the moral climate of their school. Social and economic flux, and changing configurations in the traditional family structure, have contributed to an upheaval of our moral foundations. As a result, the schools become a critical arena for helping students to develop into morally responsible community members. This development requires the ability to employ a clear set of values, while considering a variety of perspectives, to make socially responsible choices and decisions. A positive moral atmosphere provides the context in which students can relate to one another based on a sense of responsibility, and make situational decisions to act morally (Higgins, Power & Kohlberg, 1984).

The school setting provides a unique opportunity for shaping interactions to meet specific goals These "educational encounters" (Garman, 1982 p.50) are contrived situations designed for teaching and learning. The literature on the moral aspects of supervision is scant at

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present (Sergiovanni & Starratt, 1988), but we can begin to map the territory. In a school setting, supervisors have opportunities to engage in at least three kinds of transformational moral actions. One involves a relationship with the individual members of the staff which supports that person's efforts at major "transformations" in his or her life. A second in .ves bringing individual teachers to a greater commitment to the end values of the school such that their day to day action with students intentionlly attends to those values The third kind of transforming moral action involves the supervisor's leadership ability to work with others (e.g.,administrators and teachers) to bring about a tranfcrmation of the school itself. In this paper, we will focus on the role of supervision in promoting the growth of the adults in the school, and preserving the moral integrity of individuals engaged in the supervisory process, toward a goal of establishing and maintaining the school as a moral community.

While it is possible for supervisors to ground their concern for understanding the moral side of their work in a study of the various ethical systems employed by moral philosophers, it is more likely that most will seek an understanding of the moral aspects of supervision upon which they can build relatively simple. practical guidelines. This paper will present some of these moral issues in such a manner, while elaborating upon some cf the theory underpinning this understanding. A constructivist perspective will shape our analysis of specific supervisory interventions, while perspectives from ego and social psychology shape our foundational understanding of moral exchange.

The Underside of Supervision

First and foremost, the values that guide supervisory action should clearly be moral values; that is, they should deal with the unequivocal

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basis for integral human relationships and for the preservation of social organizations as places that hold human beings, and the good of those human beings, as sacred. These values transcend concerns with efficiency, which can easily lead to using human beings as merely the means to some larger purpose of productivity, (e.g., quantitative organizational growth, increase of grade scores). These values require that all activities in an organization, including supervision, promote the human good of people within it.

Too often, supervision is exercised as an organizational ritual to maintain compliance with some political or legal necessity. Underlying the professional surface are the elements of human nature which can undermine the potential effectiveness of the supervisory process. Questions regarding motives and attitudes, concerns regarding power, the desire to dominate or control the interaction, issues of credibility, feelings of insecurity, racial, ethnic, sexual and age stereotypes and the developmental level of the participants all effect the supervisor's activity.

When these underside issues dominate the supervisory episode, they can block any possibility of open, trusting, professional communication. Mistrust, manipulation, aggressive and controlling actions or language on the part of the supervisor, or teacher, or both, can result. In those instances, supervision can not be moral action. In fact, in those instances it is immoral: hypocritical, dishonest, disloyal, vicious, dehumanizing. Further, it is immoral because there can be no growth for either participant and it becomes a waste of valuable time.

An Essential Foundation

For a supervisory exchange to move beyond a superficial ritual or contractual obligation to a moral level there must be a deep attention to

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the unique human beings involved in the exchange. There must be awareness of, and sensitivity to, issues of self-esteem, personal confidence and ego anxieties. People who are fairly secure in their sense of themselves, in their professional role and in their state of life are not overly vexed by these issues; few, however, are entirely free from them in all circumstances. If these issues are understood and allowed for initially, then they will not distort the exchange in excessively manipulative, or negative ways.

The interaction has to superceed manipulation, or role-playing or defensive posturing to an exchange between two people who are attempting to reach a quality of absolute regard for each other. That is to say, the exchange must assume mutual respect, trust, individual human rights, and acknowledge the dignity and value of both people. Rarely will exchanges between two people be totally free of self interest. However, they can be moral insofar as both parties are attempting to act toward each other with that kind of absolute regard.

The Moral Heuristics of Supervisory Practice

The task of the supervisor in a clinical setting is action oriented. It is the task of the teacher and supervisor to seek useful knowledge and increased understanding which will support action (Sergiovanni, 1985) Since situations of practice are characterized by unique events, uniform answers to problems are not likely to be useful. Problem-solving must be situation specific. If a supervisory exchange is to be moral, it must respect the moral integrity of the supervisor and the supervised. In addition to improved instructional practice, and more effective pedagogy, the supervisory practice described above concerns the role of supervisors in facilitating the growth of their staff through the levels of need and

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stages of moral development in order to create a school climate of prosocial decision making and responsible, moral action.

For this to occur, supervisors will need to explore those conditions necessary to initiate and maintain trust, honesty and open communication. The supervisor and the supervisee must meet to establish expectations, goals and ground rules of the supervisory interaction, and evaluate them on an ongoing basis. These discussions will ascertain what procedures will be followed, what rights and responsibilities will be involved, who controls which aspects of the process, whose needs are being served, the purpose of the exchange, etc. This negotiation of guidelines is, in itself, a moral action because it establishes a framework for fairness and honesty. Studies on trust (Hoy & Kupwersmith, 1984) have shown that supervisors who display a willingness to accept responsibility for their mistakes, who do not manipulate teachers and who display candor and authenticity, are more successful at generating trust among staff.

Making Meaning

In a constructivist approach, which is a Piagetian orientation to human development, growth can be described as a qualitative change in a person's meaning system. This theory suggests that:

1) For human beings, development is founded on their construction of reality, or how they make meaning. Our meanings are not so much something we have, as something we are.

2) Our experience is shaped by our meaning sytem. As Aldous Huxley said,

. . . not so much what happens to us is what we make happen to us".

3) These meaning systems, to a large extent, give rise to our behavior. Even those behaviors which appear to be irrational, or inconsistent, may be

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coherent and understandable when viewed through the perspective of the individual taking action.

4) Our thoughts, feelings and behaviors are organized by a given system of meaning.

5) Albeit that each individual is unique, there are striking generalizations which can be made regarding the underlying structures of meaning-making systems, and to the sequence of growth changes. (Kegan & Lahey. 1984).

There is a sequence of succession through the various stages. Basic to this, and most developmental stage theories are the assumptions that 1)growth is not automatic, but occurs only with the appropriate interaction and experience between an individual and the environment and 2)behavior can be determined and predicted by an individual's particular developmental stage (Sprinthall & Theis-Sprinthall, 1980).

The most effective supervisors have a wide repertoire of interactive strategies, and are able to vary their approach in one-to-one interactions of all types, (e.g. planning, conferencing, and developing curriculum or materials) based on individual developmental differences (Glickman, 1985). This ability incorporates and largely depends upon the supervisor's knowledge of adult developmental needs and stages. and their fluency with the knowledge base in guiding interactions with teachers. Research on human moral development strongly supports the general thesis that human moral reasoning proceeds developmentally in an irreversible, invariant sequence, which is cross cultural. (Blatt, 1970; Latane and Darley, 1970; Milgram, 1974; Turiel, 1966). Presentations and discussions of pro arguments, regarding moral dilemmas, at one stage above an individuals' level of development will promote their upward movement to the next stage

(Turiel, 1966).   Supervisors can best utilize their craft by being able to use the supervisory process to discuss and resolve moral conflicts from the perspective of one stage beyond that of the teacher involved in the interaction.

What is critical to recognize is that what an individual experiences as support from a supervisor will differ depending on the individual's developmental stage. It is likely, therefore, that supervisors who can interact with teachers in ways that the teachers themselves experience as support will be more effective (Kegan & Lahey, 1984).

A Moral Framework

Research in moral development has unfolded two distinct moral orientations; that of justice and that of care (Gilligan, 1977; Gilligan & Belenky, 1980 and Gilligan & Murphy, 1979). Although this distinction is an important consideration in any discussion of moral reasoning, for the purpose of this paper, the justice framework of Lawrence Kohlberg (1969) will be used to describe and identify stages of moral development. Kohlbergs's six stages, classified into three levels, are applicable to categorizing an individual's response to a moral dilemma based on their motive for action (see table 1).

Insert Table 1 about here

Using this framework, we can explore some prototypical teacher and supervisor dialog regarding a specific scenario, in order to develop strategies for identifying present moral perspective and for using the supervisory interaction as one way of promoting moral development. Table 2 presents three examples, based on the three levels of Kohlberg's work.

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Each brief example illustrates the moral perspective of a teacher at a particular developmental level. The teacher in each example is responding from one stage at this level; the supervisor is responding from the next stage in the hierarchy, but at the same developmental level. In each instance, the verbal strategy, or argument, is designed to help enlighten the teacher to another perspective, while still being meaningful developmentally.

Insert table 2 about here

Supervisors provide on-going support for their teachers. This support, when framed within the construct of the teacher's meaning system, can have a long-term transforming influence on a teacher. The collegial heuristics at the heart of Noreen Garman's approach to clinical supervision and the coaching protocols described by Bruce Joyce (1987) point to a far-reaching impact on the development of teachers. That development gradually reaches a point at which it is fair to say that from point x in time to point y, a teacher has tranformed his or her teaching. In these cases, the tranformation occurs only with repeated encouragement, support for trial and error, analystic reflection, practice and gradual mastery of a wide variety of teaching strategies. The patience and persistence of both ··upervisor and teachers over several years holds the key to such tranformations. In terms of the human consequences for students, supervisors who play a part in such tranformations are engaged in moral action.

Supervision for Moral Development: The Politics of the Possible

In this paper, our explorations of the moral dimensions of supervision have included the establishment of a supervisory relationship based on trust and mutual respect and a concern for the

moral development of the entire school community. A more ambitious, perhaps utopian moral dimension to supervisory work, concerns the transformation of the general administrative structures governing the work of teachers (Cf. Sergiovanni & Starrett, 1988, 226-228). This arena of moral endeavor would engage supervisors in middle management positions, where they are able to negotiate between building staff and central office administration to effect structural changes that enhance the moral climate of schools. The transformation of school districts, and in fact, the educational profession, is an area for further study, perhaps in an era when such altruistic conceptions of the work of supervisors begin to be considered in the discourse of practitioners.

The moral dimensions of supervision presented in this paper are possible and desirable. A compendium of research clearly indicates that levels of teachers' cognitive, conceptual and ego development have a direct relationshiop to student behavior and student performance (Harvey, 1967; Hunt & Joyce, 1967; Loevinger, 1976; Witherall & Erickson, 1978; and Sprinthall & Theis-Sprinthall, 1980). It is a reasonable inference, and a provocative area for further study, to expect that levels of moral development would also relate to student behavior. Thus, the moral growth of those who educate our students takes on a greater degree of concern and importance.

This paper has attempted to provide an awareness of the issues involved, to suggest an orientation grounded in social psychology and adult development and to explore some aspects of the what is possible for morally responsible supervision. The precise shape such moral activity takes in any given circumstance will depend on what is possible in that circumstance. The moral development of the people involved will always be expressed in unique ways; the psychological chemistry will always be unique

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to those people, at a given time and place. Moral action is conditioned by
the context in which it is exercised. Hence moral action is always
negotiated according to the politics of the possible.

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TABLE 1

Motives for Engaging in Moral Action*

PRECONVENTIONAL LEVEL

Action is motivated by:

Stage 1:   Avoidance of punishment; irrational fear of
                  punishment

Stage 2:   Desire for reward or personal benefit

CONVENTIONAL LEVEL

Stage 3:   Anticipation of disapproval of others, actual or
                  imagined-hypothetical

Stage 4:   Anticipation of dishonor, i.e. institutionalized
                  blame for failure of duty, and by guilt over
                  concrete harm done to other (differentiates formal
                  dishonor from informal disapproval)

POSTCONVENTIONAL LEVEL

Stage 5:   Concern for maintaining respect of colleagues and
                  the community; concern about self-respect
                  (discriminates between institutionalized blame
                  and community or self disrespect)

Stage 6:   Concern about violating one's own principles
                  (differentiates between community respect and
                  self-respect, as well as differentiating between
                  self-respect for acheiving rationality and
                  self-respect for maintaining moral principles)

source: Rest, 1968

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Table 2

Examples of Supervisory Interactions Designed to Promote Moral Development

Situation: It comes to the supervisors attention that a seventh grade
student has been fencing stolen property to fellow students in the middle-
school. On this particular afternoon, the supervisor has been notified by
the local police that this student will be picked up after he has left the
school grounds. He also finds out that the student's homeroom teacher has
been aware of these interactions, although they occur in the locker area,
before class begins officially. The supervisor approaches this teacher in
his classroom at the end of the school day, tells him of his recent
discussion with the police precinct, and initiates a discussion regarding
the teachers' rule in the episode.

Preconventional Level; Stage 1:
Teacher: The incidents happened before class, why should I get involved.
Its not in my contract to deal with kids before the day begins officially,
besides - who knows what might happen if I get involved in this mess? Its
easier to ignore what happens in the hall then to risk messing with these
kids...they're a tough group.

Supervisor: Consider the impact on your classroom, of the other students
knowing that you're ignoring this blatantly illegal activity. They'll
begin to lose respect for your ability to manage behaviors. Its only a
few feet and a matter of time before these things are going on right in
your classroom, and the behaviors become open challenges. A primary reason
for involving yourself is to maintain the respect of the other students,
and order in your own room.

Conventional Level; Stage 3:
Teacher: If I start dealing with the students' inappropriate behaviors
before the bell rings, I'll be thrown out of the faculty room. Its just not
the way things are done around here.

Supervisor: Without supporting each other in confronting students when they
are inappropriate, at any time of the day, we can just forget about
maintaining any kind of order around here. There are clear rules
regarding discipline in this school, we all know them, and we all have to
live by them - administration, faculty and students - all day, everyday.

Postconventional Level; Stage 5
Teacher: I believe that before school officially begins, students have a
right to privacy.

Supervisor: From a more utilitarian point of view, while we all have
individual rights, we are also part of the greater society of this school.
It was wrong for that student to have stolen, but further, it is wrong for
him to be influencing other students to break the law by purchasing stolen
goods. As educators, we have an obligation to provide a moral, prosocial
environment for our students. All of our actions must support that effort.

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