STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature  [Signature]
Date  5/26/79
SUPERVISION OF INSTRUCTION: PRESENT PERSPECTIVES

by

MAX GARET BERTHELSON

A professional paper submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

with concentration in

Elementary Administration

Approved:

Chairperson, Graduate Committee

Head, Major Department

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

March, 1979
ACKNOWLEDGMENT

The writer wishes to acknowledge the assistance of Dr. William D. Hall in the Department of Elementary Education at Montana State University.

The writer wishes to acknowledge, with gratitude, the constant support and encouragement received from his wife, Edith.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THE DEVELOPMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>3</td>
</tr>
<tr>
<td>Questions to be Answered</td>
<td>4</td>
</tr>
<tr>
<td>Limitations and Delimitations</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>2. REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Role of the Supervisor</td>
<td>7</td>
</tr>
<tr>
<td>Current Trends in Supervision</td>
<td>9</td>
</tr>
<tr>
<td>Job Targets, Performance Objectives and Goals</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>15</td>
</tr>
<tr>
<td>Supervisory Conferences</td>
<td>18</td>
</tr>
<tr>
<td>Team Supervision</td>
<td>21</td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>22</td>
</tr>
<tr>
<td>Self Evaluation</td>
<td>24</td>
</tr>
<tr>
<td>An Improved Rating Scale</td>
<td>25</td>
</tr>
<tr>
<td>A Combination Approach</td>
<td>26</td>
</tr>
<tr>
<td>Criteria for Teacher Evaluation</td>
<td>27</td>
</tr>
<tr>
<td>Possible Solutions</td>
<td>28</td>
</tr>
<tr>
<td>Summary</td>
<td>29</td>
</tr>
</tbody>
</table>
**TABLE OF CONTENTS (Continued)**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. PROCEDURES</strong></td>
<td></td>
</tr>
<tr>
<td>Data Gathered</td>
<td>30</td>
</tr>
<tr>
<td>Data Gathering Instrument</td>
<td>30</td>
</tr>
<tr>
<td>Methods and Practices in Supervision</td>
<td>31</td>
</tr>
<tr>
<td>Questionnaire Administration</td>
<td>34</td>
</tr>
<tr>
<td>Population</td>
<td>35</td>
</tr>
<tr>
<td>Analyses of Data</td>
<td>36</td>
</tr>
<tr>
<td><strong>4. DATA ANALYSES AND FINDINGS</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>37</td>
</tr>
<tr>
<td>Relevant Data and Findings</td>
<td>37</td>
</tr>
<tr>
<td>Related Findings</td>
<td>45</td>
</tr>
<tr>
<td><strong>5. INTERPRETATIONS, DISCUSSION AND RECOMMENDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>49</td>
</tr>
<tr>
<td>Interpretation of Findings</td>
<td>50</td>
</tr>
<tr>
<td>Discussion</td>
<td>52</td>
</tr>
<tr>
<td>Recommendations</td>
<td>55</td>
</tr>
<tr>
<td><strong>LITERATURE CITED</strong></td>
<td>57</td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td></td>
</tr>
<tr>
<td>A. BERTHELSON TEACHER SUPERVISION QUESTIONNAIRE (BTSQ)</td>
<td>61</td>
</tr>
<tr>
<td>B. LETTER TO PRINCIPALS</td>
<td>66</td>
</tr>
<tr>
<td>C. COVER LETTER FOR BTSQ</td>
<td>68</td>
</tr>
<tr>
<td>D. FOLLOW UP POST CARD FOR NON RESPONDENTS</td>
<td>70</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What Effect Does the Supervision You Receive Have Upon Your Teaching Performance?</td>
<td>38</td>
</tr>
<tr>
<td>2. Would You Participate in a Cooperative Effort to Design a Teacher Evaluation Plan for Your School?</td>
<td>39</td>
</tr>
<tr>
<td>3. Would You Prefer to Select Your Own Goals for Teaching? (Consistent with School District Policy)</td>
<td>39</td>
</tr>
<tr>
<td>4. If You Had a Problem in Your Teaching, to What Source Would You Turn for Help?</td>
<td>40</td>
</tr>
<tr>
<td>5. Has Your Supervisor Been of Help to You?</td>
<td>41</td>
</tr>
<tr>
<td>6. Have You Called Upon Your Supervisor for Help?</td>
<td>42</td>
</tr>
<tr>
<td>7. Are You Required to Give an Account of Your Teaching Performance?</td>
<td>42</td>
</tr>
<tr>
<td>8. By What Method Are You Being Supervised?</td>
<td>43</td>
</tr>
<tr>
<td>9. How Many Times a Year Are You Supervised?</td>
<td>44</td>
</tr>
<tr>
<td>10. Do You Have a Conference With Your Supervisor?</td>
<td>45</td>
</tr>
<tr>
<td>11. When Would You Like to Confer With Your Supervisor?</td>
<td>46</td>
</tr>
<tr>
<td>12. How Many Times a Year Does Your Supervisor Visit Your Classroom?</td>
<td>46</td>
</tr>
<tr>
<td>13. Do You Discuss the Evaluation of Your Teaching With Your Supervisor?</td>
<td>47</td>
</tr>
</tbody>
</table>
Teacher Supervision: Present Perspectives

by Max Garet Berthelson

This study examined methods and practices in teacher evaluation that were actually occurring in the schools involved in this study. The study was undertaken for the purpose of investigating and identifying selected methods and practices of teacher supervision from readings and related research. The study determined the methods and practices by which the teachers in the population were supervised, and drew out teachers' perceptions of and attitudes toward the supervision they received.

The writer recommends that supervisors continue to be flexible in the amount of supervision given, and the methods and practices used, adjusting supervision to the needs of the teachers being supervised.

Effectiveness in the supervisory process can be increased through increased attentiveness to the desires of the teachers being supervised.

Allowing teachers to design a teacher evaluation plan for their school and to select their own goals for teaching were recommended.

On the basis of this study, a minimum of two supervisory visits to a classroom, with a pre and post-conference were recommended.

A study of this nature may aid supervisors and teachers to improve the effectiveness of the supervision process.
Chapter 1

THE DEVELOPMENT OF THE PROBLEM

Introduction

As early as 1642 the Governor of the Company of Massachusetts Bay indicated that those people chosen as town officers should give some of their time to the parents and the school masters as well as their children. This expectation, as far as supervisory purposes were concerned, was to give attention to the abilities of the children to read, develop religiosity, and obey the laws of the country.

Later, in 1709, the Commission of the city of Boston called for a committee of citizens who were to be responsible for scrutinizing the methods of teaching and the resulting proficiency.

Laymen were supervising instruction in 1835. School and classroom visitation was the procedure for making judgements about teacher merit and pupil learning.

The first visit by a school officer was in 1864. This visitation was to check the adequacy of the facilities and to make a judgement as to the competency of the teachers.

The beginning of group dynamics came about in 1890, when school supervision was a responsibility of the superintendent. The superintendent's responsibility was to work with the teacher and the learner, encouraging them to stimulate their own improved performance.
In the 1930's supervision was meant to improve the products of learning by influencing the conditions of learning and the growth of pupils.

In the 1950's supervision was still viewed as stimulating the growth of teachers and pupils through cooperation, which was to provide a better learning output. The 1950's held the concept that supervision would result in the improvement of society and the world.

During the 1960's the idea of cooperative effort toward improvement was extended to bringing together the predicted consequences of various kinds of supervisory acts.

Supervision as the reformulation of education to meet the rapidly changing society came about in the 1970's.

Supervision of instruction is currently changing to meet the public demand for accountability in education. The question remains as to what kind of supervision will be most productive. Present trends in supervision of instruction are shifting from classroom observations, accompanied by critiques of performance to evaluation programs which are cooperatively planned, carried out, and evaluated by a team of teachers, supervisors and administrators.

Statement of the Problem

As supervision is constantly changing, its effectiveness also changes. The problem of this study will be:
1. To investigate readings and related research in the area of teacher supervision, so that current effective methods and practices can be identified.

2. To construct an instrument that will elicit from teachers the methods and practices by which they are supervised.

3. To draw out information as to teachers' perceptions of their supervisors' effectiveness.

4. To ascertain, if possible, how teachers feel about aspects of these various methods and practices of teacher supervision.

Need for the Study

This study was undertaken for the purpose of investigating and identifying selected methods and practices of teacher supervision from readings and related research. The study determined the methods and practices by which the teachers in the population were supervised, and drew out teachers' perceptions of and attitudes toward the supervision they received.

A study of this nature may aid supervisors and teachers in improving the effectiveness of the teacher supervision process.

More effective supervision has direct application for supervisors, administrators and teachers. Teachers need to know how they can improve their instruction. Therefore, it behooves supervisors and administrators to become aware of methods to improve their own effective-
ness, thereby aiding teachers in the improvement of instruction. The improvement of instruction benefits students and, subsequently, society.

Questions to be Answered

It was the objective of this study to gather and analyze data which would answer the following questions.

1. What effect, if any, does the supervision teachers receive have upon their teaching performance?
2. Would teachers be willing to participate in a cooperative effort to design their evaluation instrument?
3. Would teachers prefer to select their goals for teaching performance, consistent with school district policy?
4. Do teachers perceive their supervisor as a source of help to them?
5. Has the supervisor actually been of help to teachers?
6. Do teachers actually call upon supervisors for help?
7. Are teachers required to give an account of their teaching performance?
8. By what methods are teachers being supervised?

Limitations and Delimitations

1. The population will include teachers from five small elementary school districts in Montana.
2. The questionnaire will be designed to measure a select sample of data regarding teacher supervision.

3. Only raw data will be presented using percentages.

4. This instrument will contain no reliability or validity coefficients.

5. Research material will be limited to the Montana State University Library.

6. The schools utilized are only from rural areas.

Definition of Terms

Those terms which have varying interpretation in the professional literature are here defined.

Supervision, process of. Administrative behavior chosen by persons involved in supervisory responsibilities as they attempt to influence other persons and situations in achievement of major tasks; components of this behavior are directing and controlling, stimulating and initiating, analyzing and appraising, and designing and implementing (Good, 1959:573).

Evaluation, teacher. An estimate or measure of the quality of a person's teaching based on one or more criteria such as pupil achievement, pupil adjustment, pupil behavior, and the judgement of school officials, parents, pupils, or the teacher himself (Good, 1959:221).

Practices in supervision: The activities associated with the
carrying out of the process of supervision. These are not the methods of supervision, but are necessary outcomes of pursuing supervisory methods.

Methods of Supervision:

1. Checklist: A list of items upon which the teacher is being evaluated.

2. Classroom visits: Visits made to classrooms by supervisors for purpose of evaluating a teacher's instruction.

3. Conference, formal: A meeting between a supervisor and a teacher for the formal discussion of the teacher's performance.

4. Conference, informal: An informal discussion between a supervisor and a teacher, concerning teaching. This conference may take place anywhere and be unscheduled.

5. Performance objectives: Specific, written, measurable goals or job targets, usually accompanied by a completion date, and arrived at jointly by a teacher and a supervisor.

6. Team evaluation: A team of teachers, supervisors, principals, or any combination thereof, jointly responsible for the evaluation of teachers.

7. Self evaluation: A teacher examines and judges the quality of his own teaching.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of readings and related research in the area of teacher supervision. The literature was reviewed in an attempt to identify current effective methods and practices of teacher supervision. A greater understanding of the nature of supervision, including its various roles, was developed as a result of the review of literature. The literature aided the investigator in clarifying the roles supervision has had in the past and how supervision has evolved to the present. The ways in which the diverse methods and practices of supervision are interrelated in the total process of supervision came into sharper focus after reviewing the literature.

The Role of the Supervisor

A supervisor of teachers is charged with a complex and important professional role -- a role which has been and still is under scrutiny. Three fundamental issues, according to Saxe, await satisfactory answers: "(1) What is supervision? (2) Who are supervisors? (3) What do they do?" Saxe (1972:654)

Supervision is an important, continuous activity in bringing about instructional improvement and is an integral part of the instruc-
tional process. "Until both public and profession look on evaluation as an important, continuous activity in bringing about instructional improvement and an integral part of the instructional process itself, and until this view is reflected in the allocation of talent, time and money, evaluation will continue to be an ineffective tool at best."

McKenna (1973:23)

The supervisor's role was redefined by White (1973): "I propose a redefinition of supervision which holds: (a) that supervisory behavior be based on competence and plan and operate as group processes and (b) that supervisory behavior be viewed as an interchangeable role and that any member of a group can exhibit supervisory behavior."

White (1973:762)

The supervisor's role is changing. The role of the supervisor and methods of supervision are being examined with the focus on improved instruction.

Burnham (1976:303) acknowledges the changing nature of supervision as he points out the different meanings of: (1) The term supervision, (2) The confusion existing in the role of a supervisor, and (3) The concerns related to supervision. The challenge is to examine new concepts and definitions of supervision, identify alternatives to present practices and improve instruction through dynamic leadership.

Supervision must be flexible to be effective as conditions rapidly change. "The problem for supervisors seeking to guide curriculum re-
vision in ways that speak to the real and emerging world is to gain freedom from the tyranny of academic traditions. In facing this problem, supervisors will encounter much resistance, but the old and growing problems of education for a pluralistic society will not be met within the constraints of current curricular content or methods either." Harris and Valverde (1976:272)

Current Trends in Supervision

Current trends in supervision are directed toward the improvement of instruction and producing better results through the instruction given. Evaluation by peers and students is increasing. Supervisors are expected to become expert analysts. Interaction between supervisors and teachers is also increasing.

"Evaluation is being geared more directly towards improvement of the teacher and the instructional process. Identifying incompetent teachers is becoming a secondary objective.

There is a trend toward less evaluation of teaching methods and toward more evaluation of teaching results.

Teacher-evaluator conferences are supplementing the classroom observations as part of the evaluation process.

Inservice training as an integral part of the evaluation is becoming widespread.

Evaluation by peers and evaluation by students are growing
Where teachers accept the evaluation process and aims, they tend to prefer more, not fewer, formal evaluation periods.

The evaluation process is being covered by more and more master contracts or agreements between teacher organizations and boards of education, with grievance procedures provided for." Oldham (1974:6)

Present practices can serve to predict the future of supervision. These future potentials are identified by Eye (1975).

"(1) The change in the expectation of supervisors from the hat-chet-person to the expert analyst, (2) Viewing supervision as a function rather than as a position or a person may provide an opportunity for a greater thoroughness and rewards in participation and interaction than any of the types of activities that have characterized supervision in the past, (3) Releasing supervision as a central office staff position so that it may develop unique instruction centered strategy that perhaps will increase the amount of interaction between the supervisory expertise and the teaching competence -- which combination should enhance the opportunities for better student learning. (4) Supervisory status will be determined less by bureaucratic servitude and more by the effectiveness of auditing the conditions that support teaching service, (5) Supervisory leadership will be ascribed rather than assigned." Eye (1975:18-19)
Job Targets, Performance Objectives and Goals

Many supervisors have concluded that supervision is most effective when based upon job targets, performance objectives and specific measurable goals.

A cooperative appraisal plan based on specific job targets was proposed by Berg (1975) as a way to meet the needs of educators and education. "... educators on every level would work together to describe their job responsibilities, to pinpoint areas in their job that need improvement, to design a program of goals and activities in order to improve these areas, and, finally, to analyze and discuss these areas after the program has been carried out. Feedback would be continually shared and nonthreatening, since everyone would be involved from the beginning. Educators would know what was expected of them and how to fulfill those expectations. Appraisal could be relevant and beneficial to the whole school district." Berg (1975:VII)

Cardellichio (1974:3) maintains that assessing teaching methods in relation to learning objectives, will improve instruction and evaluation. "A variety of ways exist to assess teaching methods as to congruence with learning objectives. With the present emphasis on outcomes and performance standards, it is important that one not neglect to consider the means by which the ends are achieved. Analysis of teaching methods in relation to goals can provide a useful tool for im-
proving instruction and for evaluating teachers." Cardellichio (1974:3)

An objective and simple approach for evaluating teachers is suggested by Thomas. (1974:5-6)

"1. Meet with each teacher individually to establish what it is that you expect from the teacher for the school year.

2. After the objectives or standards have been established, the teacher is requested to program toward the objectives and to provide services that will attain the mutually-agreed-on objectives. The principal at this point has the responsibility to observe the teacher to see that he is performing the service behavior discussed.

3. By the end of the year, the teacher should have data to validate that the objectives have been achieved."

Many teachers would like to be viewed as a professional in decision making and in self-realization. And, most of all, they want to be evaluated on the quality of their performance, just like other professional persons.

Good teachers welcome an evaluation methodology that, "(1) Agrees on the goals to be achieved, (2) States how the achievement of the goals is to be validated, and (3) Allows for modification of goals with change in position or change in conditions." Thomas (1974:5-6)

McNeil (1971:47) believes that the implementation of a behavioral model, labeled "supervision by objectives" increases student learning.
"If administrators and teachers are ready to negotiate on criteria for effectiveness that stress results in terms of desired behavioral changes in learners rather than to rely upon personal impressions of the teacher and his procedures as criteria for evaluation, we can avoid an educational scandal and at the same time improve the quality of learning for pupils." McNeil (1971:47)

Teachers in one school can write, implement and evaluate their own objectives, thus becoming their own best critics for self improvement. "Simply stated, the model recognizes every teacher as a professional who is his own best critic for self-improvement. Every teacher is asked to write two or three general objectives on which he would like to work for a period of one school year. Teachers write their own objectives, implement their own objectives, and evaluate their own objectives.

The objectives consist of general statements of what each teacher would like to work on coupled with numerous concrete statements telling how they will achieve the general objective." Spivey (1974:41)

According to Goens and Lange (1976), the process of personnel analysis is one of the few viable vehicles that can lead to the improvement of instruction and professional growth.

"Shared analysis and decision making is important in the following three-step supervisory process:

1. Pre-conference -- identifying needs, objectives and stra-
2. Data gathering and analysis -- implementing the strategies and assessing the outcome of the strategies.

3. Post-conference -- examining data analysis, developing conclusions, and defining implications through mutual discussion."

Goens and Lange (1976:20)

Incisive comments are given by Ingils (1970) to point up the need for educators to focus on educational objectives and their attainment.

Ingils recommends defining clearly and in detail the educational goals and objectives to be attained by pupils. Also recommended is not evaluating teachers without clear-cut goals and objectives of what is meant by an effective teacher or effective teaching. Ingils further charges that a direct correlation between teaching techniques, the nature of the teacher and student learning has been assumed to exist. These statements are made even though most research studies which attempted to relate these elements showed little or no correlation between them.

"Is teacher evaluation of any purpose if the objectives and the manner of the attainment of these objectives is left undefined? . . . Why do educators apparently devote so much time to teacher evaluation and so little time to the development of specific educational objectives and the evaluation of their attainment and appropriateness? Would it not be better to evaluate the attainment of educational ob-
jectives and the behavioral development of the learner?" Ingils (1970:455)

In the instructional leadership model, the interaction between administrators and teachers focuses on empirical evidence of pupils' accomplishment.

"1. Agreeing on achievement outcomes and standards. Once the teacher and the administrator have agreed on what outcomes to promote, they can establish some indicators as to how well and at what rate pupils attain these outcomes.

2. Sharing information on achievement. The teacher and the administrator establish a simple, convenient system whereby the administrator is kept informed of pupil accomplishments as assessment occurs.

3. Working to improve instruction in the light of identified learning deficiencies. When a substantial proportion of the class or group does not meet the agreed-upon indicators of satisfactory achievement, the administrator and the teacher analyze the instruction, determine instructional changes to improve achievement, and then look forward to subsequent assessment to determine whether achievement improves." Niedermeyer (1977:249)

Classroom Observations

Ellman (1976) believes that classroom observation is, and will
continue to be, the cornerstone of teacher evaluation. Nine suggestions are given to insure the representativeness of observed behavior in the classroom.

"1. Increase the frequency of observation.
2. Avoid atypical situations.
3. Observe a wide range of classes and activities.
4. A particularly representative class or activity should be observed with greater intensity.
5. Questionable observations should be repeated.
6. Observe an established number of lessons for not less than a full period.
7. Observe activities for short periods of time with specific purposes in mind.
8. Check your observations against the observations of administrators.
9. Do not put anything in writing until you have spoken with the teacher.

Surely there are benefits to be gained from the setting of performance objectives, or from peer and self evaluation, but these are not likely to supplant evaluation by trained administrators."

Ellman (1976:26-27)

Classroom observations have been and continue to be used in evaluating teachers' performance. Some classroom observations have been
Supervisors who give thoughtful and constructive guidance can improve the school for both students and teachers. Following are guidelines for observing teachers in a constructive manner.

"1. Don't try to catch the teacher at a weak moment.
2. The best means for preventing the observation from being artificially colored and for relaxing the teacher is for you to be a participant.
3. Both the teacher and the students should be informed as to what your purpose is in entering an otherwise private learning situation.
4. Some statement should be made to the teacher when you depart, even if it is as simple as: Thank you for letting me join you today.
5. Immediacy of feedback is extremely important for many reasons.
6. The most essential part of any observation is the teacher-observer conference which follows it.
7. One or two basic matters which seem to be interfering with the teacher's goals in the class or causing him discomfort in his professional role should provide the substance of your discussion.
8. Be prepared to help.
9. Although the essence of an observation conference is to give the teacher some new, useful tool to bring into his classroom, it is also important to utilize that setting to help him feel secure and
satisfied in his work.

10. Make sure your observation is only one of a series. He needs your reaction to his long-run ventures with his class, not an incidental moment which may or may not be typical of how he does." Diamond (1975:30-33)

Supervisory Conferences

The evaluation conference, if carefully planned and effectively conducted, can benefit the staff and students. Evaluation conferences can be more beneficial when the following points are kept in mind.

"1. Remember your attitude, not your technique, is the key to a successful conference.

2. There is a clear need for honesty, sincerity, and plain talk in any productive evaluation session.

3. Hurried and perfunctory discussions should be avoided.

4. Some resistance to your ideas and perceptions is normal and to be expected.

5. When it is necessary to disagree do it agreeably and realize that there are many acceptable ways of achieving the same goal.

6. 'Telling' as opposed to listening and mutually interacting should be avoided where possible (insights from the evaluatee are most valuable and preferred).

7. Be only as directive as necessary to make your point and
achieve the purposes of the conferences.

8. Any mistakes in the evaluation should be promptly and gracefully acknowledged and corrected." St. John (1976:47)

In a goal setting conference, goals are set by the principal, the teacher or by mutual agreement. Different types of goals such as personal goals, job related goals or innovative goals may be decided upon. The final choice of a goal is the responsibility of the individual teacher. A goal setting conference is a part of the supervision system. Goal setting conferences have definite advantages which might not be available in other methods of supervision.

"First, because a teacher talks with his supervisor about goals and then chooses the goal or goals on which he will work, a degree of commitment is achieved. The goal-setting process is a supervision technique and not an evaluation technique.

Second, the goal-setting process forces a focus on possible problem areas. It allows the administrator an opportunity to help in the identification of strengths as well as weaknesses.

Third, the goal-setting conferences provide an opportunity for the principal to devote several hours a year to uninterrupted time with each staff member.

Fourth, although some administrators might object to this technique based on the amount of time it requires, most should find that eventually less time is required of them in other areas because of the
technique.

Fifth, the process of sharing individual and team goals . . . has a positive effect on the team and individual teachers." Moe (1975:36-37)

Harris and Hartgraves (1972) reviewed and synthesized studies to suggest guidelines for improving supervision. One guideline to improve supervisor effectiveness may be gleaned from their research.

"Are supervisors effective in improving instruction when they serve in a counseling or consultative capacity to individual teachers? Yes, if these consultations are task oriented and are part of a larger program of activities for change." Harris and Hartgraves (1972:78)

A significantly important role in which supervisors are expected to work is the one-to-one conference with the teacher. Various studies indicate this role is perceived and carried out in different ways. In one of these studies Rogers (1958) states that "one of the disciplines that supervisors should develop for working in this setting is an understanding of counseling. In general, the findings from counseling literature reveal that the complexity of the human beings in the setting makes precise classification extremely difficult for what should and should not be done. These differing characteristics relate primarily to attitudes and skills of the supervisor on the one hand and to the perception of the relationship with the teacher on the
other. Studies from the counseling field do not give any final answer to what a helping relationship is nor how it is formed." Rogers (1958:6)

Team Supervision

Team supervision involves cooperative planning, cooperative administration of lessons and cooperative evaluation of students. The secret of success of any team situation is adequate planning and effective communication.

The greatest advantage of the team supervisory approach was in the area of evaluation.

"Teacher response indicated he felt more at ease when another person was attendant to the problem. In cases where there was agreement among team members, suggestions made were more readily accepted by teachers." Lindman, Grimes and Greene (1972:271)

Guidelines for more effective team supervision are provided by Lindman (1972):

"1. Select team members who are committed to improving their supervisory techniques.
2. Make sure that team members agree on most basic issues.
3. Find out what happens when you do not agree.
4. Assess your combined strengths and weaknesses.
5. Recognize individual contributions that each can make."
6. Plan carefully.
7. Anticipate and solve technical problems in advance.
8. Function as a team from the beginning.
9. Keep lines of communication open.
10. Be flexible and maintain your sense of humor." Lindman (1972:272)

The present emphasis on the team-peer type of supervising "came about through closer organization within individual school buildings, through team teaching, and through the IGE and similar individual plans." Eye (1975:17)

Student Evaluation

Student evaluations have been generally accepted at the university level, but studies indicate that, until recently, few elementary or secondary schools have felt student evaluations to be a necessary function.

All teachers are not convinced that students should evaluate their instruction.

The benefits of evaluations by students will be in the form of changed instructional behavior and the manner in which the data will be used by supervisors.

A conclusion reached by Eastridge (1976) is that student evaluations may serve as a valuable adjunct to improving instruction.
"Student evaluation is only one source of data collection that might be used to improve instruction. Some school districts are providing optional evaluative plans and generally one of the choices is a form of student evaluation." Eastridge (1976:53-54)

Support for the use of student evaluations came from the Ohio Commission on Public School Personnel Policies, which stated: "Research indicates that informational feedback from students is an effective means of influencing teacher behavior and, in fact, student feedback can sometimes be more effective in changing teacher behavior than supervisory feedback." Commission on Public School Personnel Policies in Ohio (1972:20)

The student is a potential contributor to the evaluation process and cannot be overlooked by supervisors charged with the responsibility of evaluating instruction. Students are the direct beneficiaries of improved instruction, which is the goal of teacher evaluation. However, teachers usually overlook the student as a contributor to the evaluation process.

"Students can be a practical, reliable source of feedback on teacher's performances, for they observe the teacher in action many hours each week. As observers, students provide a large sample, thereby reducing individual biases and increasing reliability. Using students to rate their teachers is inexpensive, requires little time, and fits well into the classroom schedule. In view of these advantages
and considering the consumer movement in education, why not give students a chance?" Hogg and Wilen (1976)

Self Evaluation

Self evaluation is an ongoing, continuing process. The teacher is the primary agent in the instructional improvement process, with the supervisor serving as a guide only when needed. The teacher evaluates his own teaching performance, determines areas where improvement is needed, formulates and modifies objectives, and initiates and continues the desired improvements.

The supervisor becomes a catalyst in the teacher's quest for "Guided Self-Improvement."

"Although the supervisor is a key ingredient, there is little doubt that the teacher is the crucial agent in instructional improvement.

If the teacher is to be held accountable for his success, then the need increasingly appears for self appraisal. Before any effective teaching behavior can take place, the teacher must first know himself. If a teacher is to improve his individual techniques and rapport with his students, he must be provided opportunities by which he can evaluate his own classroom performance. Self-analysis and human confrontation are necessary prerequisites for instructional success." Dalton and Krajewski (1975:58)
A supervision program which can deal with the differences in teacher needs and competencies in a complex organization like a school will have self evaluation as an essential for instructional improvement. Self evaluation can free a school from dependence upon a checklist or the subjective judgements of evaluators.

Through the process of self management, supervision of teachers should foster the growth of the individual and stimulate the organization in the attainment of its objectives and desired goals.

"Supervisory needs are dependent upon the specific individual involved. Consequently, the supervision program becomes individually prescribed."

The specific focus of the self-management approach to supervision is to create professional staff members who are able to assess, plan, implement, and evaluate instructional strategies." Goens and Lange (1975:3,6)

An Improved Rating Scale

A 30-item teacher evaluation instrument is presented by Manatt, Palmer, and Hidlebaugh (1976), in which the items fall under the following headings:

"Productive teaching techniques, positive interpersonal relations, organized/structured class management, intellectual stimulation, and desirable out-of-class behavior."
Evaluation of teacher performance and student learning is not an easy task. However, regulations, administrative directives, and -- in several states -- statutes require that teachers be evaluated. It is almost universally assumed that performance itself is important, no matter what the difficulty in relating it to learning outcomes, although it certainly can be inferred that human, democratic, creative teaching leads to better results with students." Manatt, Palmer, Hidlebaugh (1976:21-22)

A Combination Approach

There are many learning styles for many different learners. A system for evaluation of teaching effectiveness should have many dimensions.

"No longer may a teacher depend upon a single technique to satisfy all situations. He must diagnose the educational situation and prescribe an appropriate system of evaluation.

Teachers ought not to limit themselves to one teaching style, since we are dealing with multiple goals and learning styles that require multiple teaching modes based upon learning psychology relating to the teacher's educational philosophy.

It becomes increasingly evident that every teacher needs a multidimensional system of evaluation to cope with the complex task of assessing his effectiveness. The subsets of this system are generally
known to educators as:

1. Criterion-referenced measures, which are often paired with behavioral objectives and plans for teacher accountability.

2. Teacher behaviors, which are usually connected with systems of observation.

3. Evaluation of teacher personality and characteristics."

Marks (1976:2-3)

Criteria for Teacher Evaluation

A current, effective method for evaluating teachers might be based upon the following criteria:

"I. Evaluation items should speak to the kind of teacher characteristics desirable in a particular system at a particular time.

II. Students (grades 7-12) should participate in the evaluation of teachers.

III. Vagueness and irrelevancy in items of evaluation should be totally eliminated.

IV. Teachers should be provided the opportunity to evaluate their own strengths and weaknesses.

V. Every evaluation item should have a professional development counterpart.

VI. Teachers undergoing in-service education to rectify identified deficiencies should be reevaluated a month following such
Possible Solutions

Some approaches which are being tried in order to find solutions to the objections to traditional evaluation systems are documented by the 1971 ERS surveys of administrator and teacher evaluation procedures.

The ERS surveys mention the use of multiple evaluation to overcome the "one-sided" aspect of evaluations.

The use of performance objectives is a revolutionary change in evaluation procedures. These performance objectives can be decided upon individually or mutually with an educator.

Another approach is the use of multiple bases for evaluation. Evaluation, according to a list of the characteristics of an effective teacher, could be combined with evaluation by performance objectives.

In-basket data, or keeping a file for evaluation, into which is placed notations of facts and incidents which might have an effect upon the individual's evaluation.

In answering requirements that evaluation be based upon student achievement, and to document a teacher's performance, one or more performance objectives could be written specifying student performance. This procedure is more controversial and only one school system in the
1971 ERS survey reported using this system -- in an experimental program, on an optional basis.

"Although none of these approaches singly, nor any or all of them in combination, may solve all of the weaknesses in personnel evaluations, they do offer many possibilities for improved methods of personnel evaluation in education, opportunities for broader involvement in assessing schools and making the schools more accountable, and avenues for further improvements in what will probably always be a difficult and complicated process -- objective evaluation of teachers and school administrators." NEA Research Bulletin (1972:42-44)

Summary

Although there are effective methods of supervision being used, and new methods being developed, the process of supervision continues to progress and reshape itself with the changing demands of schools and society.

Of the many methods for supervising, no one method or combination of methods seems most effective. There are no simple answers for the problems encountered in the dynamic process of changing lives and behavior for a better future.

As supervision becomes more effective, more measurable, more amenable to positive changes, supervisors, teachers and students will be benefited.
Chapter 3

PROCEDURES

Data Gathered

A measure of teachers' perceptions of the techniques presently utilized to evaluate them was obtained for all kindergarten through sixth grade teachers at Brady Public School District #19, Brady, Montana, Choteau Public School District #1, Choteau, Montana, Conrad Public School District #10, Conrad, Montana, Shelby Public School District #14, Shelby, Montana, and Valier Public School District #18, Valier, Montana.

The data was obtained by administering the Berthelson Teacher Supervision Questionnaire (BTSQ). This questionnaire addresses seven specific methods of teacher supervision, allows for identification of combination of methods and addresses supervisory practices associated with evaluation.

Data Gathering Instrument

*Berthelson Teacher Supervision Questionnaire (BTSQ)*

Supervision is constantly changing, therefore its effectiveness also changes. The purpose of constructing the BTSQ was to design an instrument that would elicit from teachers their perceptions of the
methods and practices by which they are supervised. In addition the instrument allows one to draw out information as to teachers' perceptions of their supervisors' effectiveness and to ascertain, if possible, how teachers feel about these various methods and practices of teacher supervision.

The methods and practices addressed in the BTSQ were determined by investigating readings and related research in the area of teacher supervision.

The BTSQ was begun August 7, 1978, when the general questions were formulated and restated in questionnaire format.

Methods and Practices in Supervision

Checklist: "A prepared list of items that may relate to a person, procedure, etc. used for purposes of observation and/or evaluation, and on which one may show by check marks the presence, absence or frequency of occurrence of each item on the list." Good (1973:93)

Regulations, administrative directives and statues require that teachers be evaluated. It is universally assumed that performance is important. Checklists have been used effectively as a method of supervising teacher performance. Manatt (1976)

Classroom visits: "The practice of going to observe teachers at work teaching their classes; may be carried on by supervisors, principals, and superintendents as a supervisory practice." Good (1973:642)
Classroom visits are, and will continue to be the cornerstone of teacher evaluation. Ellman (1976) The place of a classroom visit in supervision is to improve the school for both students and teachers by giving thoughtful and constructive guidance.

Conferences: "A conference among school workers to secure improvements in methods of teaching and in the devices and materials used, for example, a conference between a subject supervisor and a teacher or between a principal and a teacher." Good (1973:127)

Through supervisory conferences with teachers, a degree of commitment and a focus on possible problem areas can be achieved. Supervisory conferences also allow the supervisor an opportunity to help identify strengths and weaknesses. Hopefully, a helping relationship can be achieved through supervisory conferences which will benefit teachers and improve instruction for students.

Performance objectives: Specific, written, measurable goals or job targets, usually accompanied by a completion date, and arrived at jointly by a teacher and a supervisor. . . "aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that the total process is designed and integrated." Good (1973:392)

Many supervisors have concluded that supervision is most effective when based upon job targets, performance objectives and specific
measurable goals. The place of performance objectives in supervisory practice is to improve instruction and evaluation. Cardellichio (1974)

Team evaluation: A team of teachers, supervisors, principals, or any combination thereof, jointly responsible for the evaluation of teachers.

Team evaluation, as the name implies, consists of a team of teachers, supervisors, principals, or any combination thereof, who are jointly responsible for the supervision of teachers. Team evaluation came about through closer organization within schools, through team teaching, and individually guided education and similar individual plans for instructing students. Eye (1975)

The greatest advantage accruing from the team supervisory approach is in the area of evaluation. The teacher gains several points of view and can feel more ready to accept the suggestions of the team, rather than those of a single evaluator.

Self evaluation: "Making a judgment about oneself or about some characteristic of oneself." Good (1973:525) A teacher examines and judges the quality of his teaching performance and the subsequent results in terms of positive or negative changes in student achievement. Such self evaluation is usually based on previously identified goals.

The primary purpose of supervision is the improvement of instruction. The best improvement is self improvement. Teachers are being
held accountable for their success, therefore the need for self evaluation is evident. Since supervisory needs depend upon the individual to be supervised, through self evaluation those needs can be individually fulfilled. An objective of self evaluation is to create professional personnel who are able to assess, plan, implement, and evaluate their instruction. Goens (1975)

Narrative evaluation: A written statement or explanation of a supervisor's evaluation of a teacher's overall performance, both inside and outside of the classroom as it pertains to school district policies and/or individual or school goals established for teachers. Such a narrative spells out deficiencies and commends appropriate and superior teacher performance.

The greatest objection to a narrative evaluation is the time involved in writing an evaluation of a teacher's performance. For some teachers a written narrative might seem too impersonal and might not result in improved instruction.

Narrative evaluations give supervisors the advantage of elaborating upon and clarifying needed improvements in instruction and of giving written commendation for superior performance.

Questionnaire Administration

The BTSQ was administered on January 2, 1979, to eighty-five elementary teachers in five elementary schools, located in rural areas
of north central Montana. (see Appendix A)

Prior to administration of the BTSQ, letters were sent to the principals in each district, enlisting their cooperation in submitting to the researcher the names of all teachers, grades kindergarten through six, within their respective schools. (see Appendix B)

On January 2, 1979, eighty-five BTSQ's were mailed to individual teachers, and were addressed to their respective schools. A cover letter identifying the researcher and explaining the purpose and importance of the BTSQ was also included. (see Appendix C)

Upon the expiration date stated in the BTSQ, a follow-up letter was mailed to each non-respondent. (see Appendix D)

Of the eighty-five BTSQ's mailed, seventy-nine were received. There were six non-respondents.

Population

The population consisted of elementary teachers, comprising kindergarten through sixth grade from five elementary schools in north central Montana, viz: Brady, Choteau, Conrad, Shelby and Valier.

These schools were selected for their proximity to the researcher.

All teachers in the population were utilized, as the researcher wanted approximately 100 participants so as to obtain valid results. The actual number of participants was eighty-five.

The population consisted of five kindergarten, eight first grade,
nine second grade, eight third grade, seven fourth grade, ten fifth
grade, twelve sixth grade, eight resource teachers, three music
teachers, two physical education teachers, one art teacher, one teach¬
er of grades 3-5, and eight other personnel, including a librarian,
counselor, Title I teacher, and special education teacher.

All elementary teachers in the schools utilized were administered
the BTSQ. Geographic restrictions and school accessibility precluded
a larger population for this study.

The researcher teaches in Conrad, therefore cooperation of the
teachers and principals in the surrounding schools was more readily
received.

Analysis of Data

Treatment of the Data

In this study the data was treated to acquire percentage scores
reflecting the various methods and practices of supervision utilized
in elementary schools.

The data was obtained by hand scoring the completed questionnaires
returned by the cooperating teachers. Their responses were marked on
tally sheets so that this data could be compared against existing var¬
iables that are reflective in the BTSQ. This data made it possible
to assess what percentages of teachers were evaluated by the selected
methods of teacher evaluation and existing practices actually in use.
Chapter 4

DATA ANALYSES AND FINDINGS

Introduction

This chapter presents the findings for the eight major questions stated in Chapter 1, as well as some related observations. For each question stated, raw data and percentages of totals are reported. This data will be presented in narrative as well as chart form.

The data reported will not always equal 100%, as some participants did not respond to certain items, while other participants marked several of the choices following a question in the BTSQ. It is not uncommon for a teacher to be supervised by a variety of methods.

Relevant Data and Findings

Question 1

Question 1, what effect, if any, does the supervision teachers receive have upon their teaching performance?, was addressed by item #7 of the BTSQ. Item #7 asks, what effect does the supervision you receive have upon your teaching performance? 6.32% of the teachers felt the supervision they were receiving highly improved their performance, 53.16% felt their performance was improved, 35.44% felt the supervision they received had no effect upon their performance and only 2.53%
felt it actually lessened their performance.

Table 1
What Effect Does the Supervision You Receive Have Upon Your Teaching Performance?

<table>
<thead>
<tr>
<th>Effect of Supervision</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>highly improves</td>
<td>5</td>
<td>6.32</td>
</tr>
<tr>
<td>improves</td>
<td>42</td>
<td>53.16</td>
</tr>
<tr>
<td>no effect upon</td>
<td>28</td>
<td>35.44</td>
</tr>
<tr>
<td>lessens</td>
<td>2</td>
<td>2.53</td>
</tr>
</tbody>
</table>

Question 2

Question 2, would teachers be willing to participate in a cooperative effort to design their evaluation instrument?, was addressed by item #8 of the BTSQ. Item #8 asks, would you participate in a cooperative effort to design a teacher evaluation plan for your school? 82.27% of the teachers felt they would participate in a cooperative effort to design a teacher evaluation plan for their school. 16.45% felt they would not want to participate in a cooperative effort to design a teacher evaluation plan for their school.
Table 2

Would You Participate in a Cooperative Effort to Design a Teacher Evaluation Plan for Your School?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>65</td>
<td>82.27</td>
</tr>
<tr>
<td>no</td>
<td>13</td>
<td>16.45</td>
</tr>
</tbody>
</table>

Question 3

Question 3, would teachers prefer to select their goals for teaching performance, consistent with school district policy?, was addressed by item #9 of the BTSQ. Item #9 asks, would you prefer to select your own goals for teaching? (consistent with school district policy). 93.67% of the teachers felt they would prefer to select their own goals for teaching, while only 3.79% felt they would not prefer to select their own goals for teaching.

Table 3

Would You Prefer to Select Your Own Goals for Teaching? (Consistent with School District Policy).

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>74</td>
<td>93.67</td>
</tr>
<tr>
<td>no</td>
<td>3</td>
<td>3.79</td>
</tr>
</tbody>
</table>
Question 4

Question 4, do teachers perceive their supervisor as a source of help to them?, was addressed by item #6 of the BTSQ. Item #6 asks, if you had a problem in your teaching, to what source would you turn for help? 41.77% of the teachers felt they would solve the problem themselves, 49.36% felt they would turn to another teacher to help them solve the problem, 64.55% felt they would turn to their principal for help in solving the problem, 8.86% felt they could turn to their superintendent for help in solving the problem, and 7.59% felt they would turn to other sources to help them solve the problem.

Table 4

If You Had a Problem in Your Teaching, to What Source Would You Turn for Help?

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>would solve the problem myself</td>
<td>33</td>
<td>41.77</td>
</tr>
<tr>
<td>another teacher</td>
<td>39</td>
<td>49.36</td>
</tr>
<tr>
<td>principal</td>
<td>51</td>
<td>64.55</td>
</tr>
<tr>
<td>superintendent</td>
<td>7</td>
<td>8.86</td>
</tr>
<tr>
<td>other</td>
<td>6</td>
<td>7.59</td>
</tr>
</tbody>
</table>
Question 5

Question 5, has the supervisor actually been of help to teachers?, was addressed by item #11 of the BTSQ. Item #11 asks, has your supervisor been of help to you? 91.13% of the teachers felt the supervisor had been of help to them, while only 13.92% felt their supervisor had not been of help to them.

Table 5

Has Your Supervisor Been of Help to You?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>72</td>
<td>91.13</td>
</tr>
<tr>
<td>no</td>
<td>11</td>
<td>13.92</td>
</tr>
</tbody>
</table>

Question 6

Question 6, do teachers actually call upon supervisors for help?, was addressed by item #12 of the BTSQ. Item #12 asks, have you called upon your supervisor for help? 81.01% of the teachers had called upon their supervisor for help and 17.72% had not called upon their supervisor for help.
Table 6
Have You Called Upon Your Supervisor for Help?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>64</td>
<td>81.01</td>
</tr>
<tr>
<td>no</td>
<td>14</td>
<td>17.72</td>
</tr>
</tbody>
</table>

Question 7
Question 7, are teachers required to give an account of their teaching performance?, was addressed by item #13 of the BTSQ. 49.36% of the teachers felt they were required to give an account of their teaching performance and 43.03% felt they were not required to give an account of their teaching performance.

Table 7
Are You Required to Give an Account of Your Teaching Performance?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>39</td>
<td>49.36</td>
</tr>
<tr>
<td>no</td>
<td>34</td>
<td>43.03</td>
</tr>
</tbody>
</table>

Question 8
Question 8, by what methods are teachers being supervised?, was addressed by item #2 of the BTSQ. Item #2 asks, by what method are you
being supervised? 46.83% of the teachers felt they were being supervised by a checklist method, 91.13% reported they were being supervised by classroom visits, 50.63% felt they were being supervised by informal conferences, 21.51% felt they were being supervised by performance objectives, 7.59% reported they were being supervised by team evaluation, 5.06% stated they were being supervised by self evaluation, 32.91% felt they were being supervised by a written, narrative type evaluation, 73.41% felt they were being supervised by a combination of methods, and only 2.53% of the teachers felt they were being supervised by other methods.

Table 8

By What Method Are You Being Supervised?

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>checklist</td>
<td>37</td>
<td>46.83</td>
</tr>
<tr>
<td>classroom visits</td>
<td>72</td>
<td>91.13</td>
</tr>
<tr>
<td>informal conference</td>
<td>40</td>
<td>50.63</td>
</tr>
<tr>
<td>performance objectives</td>
<td>17</td>
<td>21.51</td>
</tr>
<tr>
<td>team evaluation</td>
<td>6</td>
<td>7.59</td>
</tr>
<tr>
<td>self evaluation</td>
<td>4</td>
<td>5.06</td>
</tr>
<tr>
<td>written (narrative type) evaluation</td>
<td>26</td>
<td>32.91</td>
</tr>
<tr>
<td>combination of the above</td>
<td>58</td>
<td>73.41</td>
</tr>
<tr>
<td>other</td>
<td>2</td>
<td>2.53</td>
</tr>
</tbody>
</table>
Related Findings

Item #1 of the BTSQ asks, how many times a year are you supervised? 26.58% of the teachers reported they were being supervised once a year. 32.91% stated they were supervised two times per year, 13.92% reported being supervised three times a year, 24.05% reported supervision occurring four or more times per year, while only 1.26% stated they were never supervised, and only 1.25% stated they were always under supervision.

Table 9
How Many Times a Year Are You Supervised?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>21</td>
<td>26.58</td>
</tr>
<tr>
<td>two</td>
<td>26</td>
<td>32.91</td>
</tr>
<tr>
<td>three</td>
<td>11</td>
<td>13.92</td>
</tr>
<tr>
<td>four or more</td>
<td>19</td>
<td>24.05</td>
</tr>
<tr>
<td>never</td>
<td>1</td>
<td>1.26</td>
</tr>
<tr>
<td>always</td>
<td>1</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Item #3 of the BTSQ asks, do you have a conference with your supervisor -- 0% responded that they had a conference with their supervisor before they were being supervised, whereas 83.54% stated they
had a conference after they were supervised, 12.65% reported they had a conference both before and after supervision, only 1.26% did not have a conference either before or after supervision, 5.06% reported no set pattern for conferences, as each visit was different, and only 1.26% reported having a conference by their own request.

Table 10
Do You Have a Conference With Your Supervisor?

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>before you are supervised</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>after you are supervised</td>
<td>66</td>
<td>83.54</td>
</tr>
<tr>
<td>both before and after</td>
<td>10</td>
<td>12.65</td>
</tr>
<tr>
<td>neither before or after</td>
<td>1</td>
<td>1.26</td>
</tr>
<tr>
<td>no set pattern for conference each visit different</td>
<td>4</td>
<td>5.06</td>
</tr>
<tr>
<td>by my request</td>
<td>1</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Item #4 of the BTSQ asks, when would you like to confer with your supervisor? Only 1.26% of the teachers would want to confer before the classroom visit, 56.96% would like to confer after the classroom visit, 39.24% wanted to confer both before and after the visit, and only 1.26% did not wish to confer with their supervisor either before or after a classroom visit.
Table 11
When Would You Like to Confer With Your Supervisor?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>before the classroom visit</td>
<td>1</td>
<td>1.26</td>
</tr>
<tr>
<td>after the classroom visit</td>
<td>45</td>
<td>56.96</td>
</tr>
<tr>
<td>both before and after the visit</td>
<td>31</td>
<td>39.24</td>
</tr>
<tr>
<td>neither before nor after the visit</td>
<td>1</td>
<td>1.26</td>
</tr>
</tbody>
</table>

Item #5 of the BTSQ asks, how many times a year does your supervisor visit your classroom? 8.86% of the teachers reported that the supervisor visited once a year, 16.45% stated two supervisory visits, 18.98% reported that the supervisor made three visits, 50.63% stated four or more supervisor visits per year, and only 2.53% reported no visit from a supervisor.

Table 12
How Many Times a Year Does Your Supervisor Visit Your Classroom?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>7</td>
<td>8.86</td>
</tr>
<tr>
<td>two</td>
<td>13</td>
<td>16.45</td>
</tr>
<tr>
<td>three</td>
<td>15</td>
<td>18.98</td>
</tr>
<tr>
<td>four or more</td>
<td>40</td>
<td>50.63</td>
</tr>
<tr>
<td>never</td>
<td>2</td>
<td>2.53</td>
</tr>
</tbody>
</table>
Item #10 of the BTSQ asks, do you discuss the evaluation of your teaching with your supervisor? 93.67% of the teachers reported they did discuss the evaluation of their teaching with their supervisor, and only 6.32% did not discuss their evaluations with their supervisor.

Table 13
Do You Discuss the Evaluation of Your Teaching With Your Supervisor?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>74</td>
<td>93.67</td>
</tr>
<tr>
<td>no</td>
<td>5</td>
<td>6.32</td>
</tr>
</tbody>
</table>

Item #14 of the BTSQ asks, how much supervision do you desire? 12.65% of the teachers reported a desire for more supervision, only 2.53% stated a desire for less supervision, 82.27% desired the same amount of supervision they were receiving at the time they responded to the questionnaire, and only 2.53% desired no supervision.

Table 14
How Much Supervision Do You Desire?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>10</td>
<td>12.65</td>
</tr>
<tr>
<td>less</td>
<td>2</td>
<td>2.53</td>
</tr>
<tr>
<td>same as at present</td>
<td>65</td>
<td>82.27</td>
</tr>
<tr>
<td>none</td>
<td>2</td>
<td>2.53</td>
</tr>
</tbody>
</table>
Items #15, #16 and #17 of the BTSQ were written to elicit general school information.

Item #15 asks, in what type of school do you teach? 32.91% teach in a self-contained, non-departmentalized school. 54.43% teach in a self-contained and departmentalized school, and 13.92% teach in an open space school.

Item #16 asks, what grade level or in what area do you teach? 6.32% are kindergarten teachers, 10.12% are first grade teachers, 11.39% are second grade teachers, 10.12% are third grade teachers, 8.86% are fourth grade teachers, 12.65% are fifth grade teachers, 15.18% are sixth grade teachers, 10.12% are resource room teachers, 3.79% are music teachers, 2.53% are physical education teachers, 1.26% are art teachers, 1.26% teach a combination of grades, 10.12% teach in other areas.

Item #17 asks the teachers to indicate their total years of full-time teaching experience. 32.91% had taught three years or less, 32.91% had taught from four to nine years, 21.51% had taught from ten to nineteen years, 12.65% indicated they had taught for twenty years or more.

43.03% of the teachers responding to the BTSQ desired a copy of the results of the survey.
Chapter 5

INTERPRETATIONS, DISCUSSION, AND RECOMMENDATIONS

Introduction

This chapter presents interpretations, discussion and recommendations related to the questions posed for this study. A necessary function of this study was to investigate and identify selected existing methods and practices of teacher supervision from readings and related research. This involved a thorough review of the literature on teacher supervision and related areas. This review provided necessary background information on the subject to enable the researcher to address supervision issues in the field. The researcher then examined methods and practices of teacher evaluation that were actually occurring in the schools involved in this study. In addition, the researcher attempted to draw out teachers' perceptions of and attitudes toward the supervision they received.

A study of this nature may aid supervisors and teachers in improving the effectiveness of the teacher supervision process.

More effective supervision has direct application for supervisors, administrators and teachers. Teachers need to know how they can improve their instruction. Therefore, it behooves supervisors and administrators to become aware of methods and practices which can
improve their own effectiveness, and thereby aid teachers in the improvement of instruction. The improvement of instruction benefits students and subsequently, society.

Interpretation of Findings

The interpretation of the findings from the investigation are as follows:

Question 1 -- What effect, if any, does the supervision teachers receive have upon their teaching performance?

Interpretation of Findings: The obtained percentages indicated that the majority of teachers (approximately 6 out of 10) felt that the supervision they were receiving either improved or highly improved their teaching performance while approximately one-third of the teachers felt that the supervision they received had no effect on their performance.

Question 2 -- Would teachers be willing to participate in a cooperative effort to design their evaluation instrument?

Interpretation of Findings: The obtained percentages indicated that an overwhelming majority of teachers would prefer to participate in designing their evaluation instrument.

Question 3 -- Would teachers prefer to select their own goals for teaching?

Interpretation of Findings: The obtained percentages indicated
that approximately nine out of ten respondents prefer to select their own goals for teaching.

Question 4 -- If you had a problem in your teaching, to what source would you turn for help?

Interpretation of Findings: The obtained percentages indicated that a majority of the teachers would primarily turn to three sources for help. The person identified as the primary source of help was the principal of the school. The second most helpful person would be a peer teacher, followed closely by teachers who would solve their own problems.

Question 5 -- Has your supervisor been of help to you?

Interpretation of Findings: The obtained percentages indicated that approximately nine out of ten teachers felt their supervisors had been of help to them.

Question 6 -- Have you called upon your supervisor for help?

Interpretation of Findings: The obtained percentages indicated that approximately eight out of ten of the teachers had called upon their supervisor for help.

Question 7 -- Are you required to give an account of your teaching performance?

Interpretation of Findings: The obtained percentages indicated that the teachers were fairly evenly divided as to being required to give an account of their teaching performance. A slightly higher
percentage of teachers reported they were required to give an account of their teaching performance than those who were not.

**Question 8 -- By what method are you being supervised?**

**Interpretation of Findings:** The obtained percentages indicated that a substantial majority (approximately 73%) of the teachers were supervised by a combination of methods. Classroom visits were utilized as a supervisory method for nine out of ten teachers surveyed. Approximately half of the teachers were supervised by informal conferences. A checklist was used in the evaluation of just under half of the teachers. Approximately one-third of the teachers were supervised by a narrative type evaluation instrument. The remaining methods of supervision (team evaluation, self evaluation and other) had a low rate of response.

**Discussion**

It is the researcher's opinion that care has been taken in completing the data and that the percentages reported reflect the actual results the surveyed teachers reported.

The issue addressed in the first question of this study is of great importance in the field of teacher supervision. It addressed a global idea that attempts to ascertain if teachers feel the supervision they receive affects their performance as teachers. It seemed quite obvious that the supervision teachers received would have to affect...
teaching performance in some way. Some teachers felt that the supervision they were receiving was of positive influence and a smaller number felt it had no influence. It was beyond the scope of this study to identify "why" certain teachers' performance was enhanced and others not. This question was meant to draw out the perceptions of teachers as to the effectiveness of the supervision they received.

It is particularly interesting to note the results from question 2. Better than 80% of the teachers indicated they would participate in an effort to design an evaluation plan for their school. This desire of teachers to have a say in how evaluation is conducted could, if implemented, narrow the present gap between supervisory practice and the perception teachers have of the most effective means of supervision in their particular school.

Developing an evaluation plan with the teachers as active participants would give the teachers a "stake" in improving their teaching performance which would have a greater chance of improving instruction for the students.

Quite often teachers, when they encounter difficult problems, feel the need to find help beyond their own resources. Unfortunately, many teachers feel threatened to admit professional problems to anyone, especially their principal. This may be justified in specific cases; however, the majority of the teachers surveyed in this study felt they could turn to their principal and receive help. Approximately half of
the teachers felt they could also consult with fellow teachers.

The dichotomy between whether teachers would approach their principal, another teacher or attempt to solve the problem themselves seems to indicate a number of variables could be affecting their decision, such as the nature or seriousness of the problem.

One would hope that a supervisor or principal in a school system could provide assistance to the teachers. Help can come in many forms and a supervisor must be prepared to meet diverse challenges in the solution of teachers' problems. It is noteworthy that the teachers in the population did, in fact, feel that their supervisor was helpful. It was beyond the scope of this study to determine specifically how the supervisor was helpful, but addressed this issue in a general sense.

Teachers know that supervisory help is available to them. The researcher was attempting to ascertain the percentage of teachers who actually took the initiative to seek help from their supervisor instead of resolving their problem through alternative sources. Eight out of ten of the teachers in this survey chose to call upon their supervisor for the help they needed. This seems to indicate that the majority of teachers feel secure enough to admit problems and seek help from their supervisor.

Teacher accountability is a current national issue and one which teachers feel quite sensitive about. Many teachers feel threatened
to have their performance measured and still many feel it takes valuable time from their planning to account for their professional activity. Question 7 asked teachers if they were required to give account of their teaching performance and the results indicated about a one-half split in each direction, with slightly more teachers being required to be accountable. With the trend toward increased accountability of teachers, this particular issue in supervision may change dramatically in the near future toward more accountability.

There are a variety of methods by which a teacher can be supervised in his teaching role. Many teachers are supervised by a combination of methods. It is beyond the scope of this study to determine which method or combination of methods are the most effective or popular among teachers. This study addressed the issue of the frequency of specific methods utilized by supervisors in evaluating teachers. The data supported that a number of different methods were utilized, some more heavily than others.

**Recommendations**

In the development and implementation of this study, certain problems were met that suggest further inquiry and study. The following recommendations and suggestions were derived from reflections on these problems:

1. That a further study be conducted that would factor out
variables identifying specific methods of supervision and associate them with improvement in teacher performance.

2. That supervisors respond to teacher desires to have more input in their own supervision.

3. That supervisors be more positively responsive to teacher problems. This would bring about a more favorable attitude toward teachers securing the expertise of their immediate superiors.
LITERATURE CITED


APPENDIX A

BERTHELSON TEACHER SUPERVISION QUESTIONNAIRE (BTSQ).
Appendix A

TEACHER SUPERVISION

Please circle the response(s) which applies to your situation.

1. How many times a year are you supervised?
   (a) one
   (b) two
   (c) three
   (d) four or more
   (e) never

2. By what method are you being supervised?
   (a) checklist
   (b) classroom visits
   (c) informal conference
   (d) performance objectives
   (e) team evaluation
   (f) self evaluation
   (g) written (narrative type) evaluation
   (h) combination of the above
       please specify
   (i) other (please specify)

3. Do you have a conference with your supervisor—
   (a) before you are supervised
   (b) after you are supervised
   (c) both before and after
   (d) neither before or after
   (e) no set pattern for conference—each visit different

4. When would you like to confer with your supervisor?
   (a) before the classroom visit
   (b) after the classroom visit
   (c) both before and after the visit
   (d) neither before nor after the visit
5. How many times a year does your supervisor visit your classroom?
   (a) one
   (b) two
   (c) three
   (d) four or more
   (e) never

6. If you had a problem in your teaching, to what source would you turn for help?
   (a) would solve the problem myself
   (b) another teacher
   (c) principal
   (d) superintendent
   (e) other (please specify)

7. What effect does the supervision you receive have upon your teaching performance?
   (a) highly improves performance
   (b) improves performance
   (c) no effect upon performance
   (d) lessens performance

8. Would you participate in a cooperative effort to design a teacher evaluation plan
    for your school?
   (a) yes
   (b) no

9. Would you prefer to select your own goals for teaching? (consistent with
    school district policy)
   (a) yes
   (b) no

10. Do you discuss the evaluation of your teaching with your supervisor?
    (a) yes
    (b) no
11. Has your supervisor been of help to you?
   (a) yes
   (b) no

If yes, how has the supervisor been of help? Circle all that are appropriate.
   (a) sensitive to needs and feelings
   (b) individual teaching problems
   (c) individual conferences
   (d) gave encouragement
   (e) was cooperative and supportive
   (f) gave opportunity to experiment
   (g) suggested new approaches
   (h) suggested teaching aids and materials
   (i) used my expectations as basis for evaluation
   (j) other (please specify)

If no, why hasn’t your supervisor been of help to you?
   (a) personality conflict
   (b) unavailable when needed
   (c) lack of understanding of classroom and teaching problems
   (d) unexpected visits
   (e) not enough visits
   (f) did not give positive reinforcement
   (g) did not stay long enough to observe entire lesson or class period
   (h) other (please specify)

12. Have you called upon your supervisor for help?
   (a) yes
   (b) no

13. Are you required to give an accounting of your teaching performance?
   (a) yes
   (b) no

14. How much supervision do you desire?
   (a) more
   (b) less
   (c) same as at present
   (d) none
15. In what type of school do you teach?
   (a) self contained, non-departmentalized
   (b) self contained and departmentalized
   (c) open space
   (d) other (please specify) ___________________________________________________________________

16. What grade level or in what area do you teach?
   (a) kindergarten  (e) fourth  (i) music
   (b) first        (f) fifth     (j) physical education
   (c) second       (g) sixth     (k) art
   (d) third        (h) resource room (l) combination of grades
                     (please specify)
                     (m) other (please specify) ___________________________________________________________________

17. Please indicate your total years of full-time teaching experience.
   (a) 3 or less
   (b) 4 to 9
   (c) 10 to 19
   (d) 20 or more

I desire a copy of the results of this survey.  
   yes  ________________
   no  ________________
APPENDIX B

LETTER TO PRINCIPALS
Appendix B

Prairie View School
215 South Maryland St.
Conrad, Mt. 59425
November 20, 1978

Dear Mr. ____________,

Would you please cooperate with me by allowing me the opportunity to send a 17 item questionnaire to the teachers in your school?

I will need a list of the certified elementary personnel (K-6) whose services are evaluated.

The purpose of this questionnaire is to gather data for a professional paper I am writing at Montana State University.

I've enclosed a copy of the questionnaire for you to preview, along with a return envelope.

Your cooperation is very much appreciated.

Sincerely,

Max G. Berthelson
Teacher, grade 4
Prairie View School
69
Appendix C

CONRAD PUBLIC SCHOOLS

HARLEY RUFF, Principal
Prairie View Intermediate School

ROBERT W. SINGLETON, Superintendent
215 SOUTH MARYLAND STREET
CONRAD, MONTANA 59425

HILTON UTTERBACK, Principal
Utterback Middle School

MRS. ELSIE ARCHER
Clark

PUBIC SCHOOL DISTRICT NO. 10
MAView Intermedia School

MAX G. BERTHELSON
Prairie View School
215 South Maryland St.
Conrad, Mt. 59425

Dear

I would appreciate greatly your taking a moment to complete this survey which has been designed to gather information about the methods by which you are supervised and how you feel about the supervision you receive.

This information will be confidential and the results will be used in a professional paper I am writing at Montana State University.

The seventeen items require only a circle to complete and will take only a few minutes.

If you desire a copy of the results of this survey, please check the box at the bottom of the enclosed questionnaire.

Please use the return envelope provided and mail the survey promptly, as I must have the results by January 15th.

Thank you for your time and cooperation.

Sincerely,

Max G. Berthelson

Prairie View School
215 South Maryland St.
Conrad, Mt. 59425

mgb
enc
APPENDIX D

FOLLOW-UP POST CARD FOR NON-RESPONDENTS
Dear ____________

Your response is important and of value in the study of teacher supervision. Please send the questionnaire by return mail.

Respectfully,
Max G. Berthelson
Prairie View School
Conrad, Mt. 59425

P.S. In the event your questionnaire was misplaced, please call 278-3605, collect. Thank you.