

RURAL SASKATCHEWAN
ELEMENTARY K-6 TEACHERS'
PERCEPTIONS OF SUPERVISION
AND PROFESSIONAL DEVELOPMENT

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RURAL SASKATCHEWAN ELEMENTARY K-6 TEACHERS'
PERCEPTIONS OF
SUPERVISION AND PROFESSIONAL DEVELOPMENT

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ABSTRACT

The purpose of this study was to determine teachers' perceptions about the nature of supervision and professional development in rural Saskatchewan elementary K-6 schools. Information was collected by means of a questionnaire designed by the researcher for this study. The format of the questionnaire consisted of four sections that elicited general information about supervision, reactions to the supervisory process, the connection between supervision and professional development, and perceived qualities of an effective supervisor. The respondent group consisted of 485 teachers from 42 (K-6) rural Saskatchewan schools, each consisting of five or more full-time teachers. Approximately 40% of those surveyed responded to the questionnaire.

Analysis of data included frequency counts, means, standard deviations, and percentages to summarize items on the questionnaire. T-tests and one-way analyses of variance were used to determine statistical significance.

The findings from this study supported the position that, generally, teachers were satisfied with the quantity and quality of supervision received. Teachers agreed that all teachers could benefit from supervision, but that special consideration should be given to new teachers and those experiencing difficulty. They believed that supervision should be a collaborative effort between supervisor and teacher, and that supervision should meet individual needs. They also recognized the need for a differentiated approach to supervision such as that outlined by Glatthorn (1990) which allows teachers choice in the supervisory process. Teachers emphasized the need for a strong connection between supervision and professional development, and they tended to agree on qualities of an effective supervisor. While most respondents indicated satisfaction with the supervisory

process, their preferences centered around ten general themes: a trusting supervisor and supervisory environment, time, training, peer supervision, conferencing, supervision of new and at-risk teachers, professional development plans, formal and informal supervisory visits, new policy creation and implementation, and teacher choice in the supervisory process.

Strong implications exist for supervisory personnel based on these findings. More consideration must be given to teachers' needs and input. Hopefully, teachers and supervisors will begin to understand supervisory policy and become well trained in the methodology so as to implement effective supervisory processes that will result in better supervision, effective professional development, and, ultimately, improved student learning.

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CHAPTER 1

INTRODUCTION

“Behind every successful school is an effective supervision program.”

“Supervision is the glue that holds a successful school together.....a process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be.”

(Glickman, 1990, pp. 4-5)

In recent years the supervisory process has come under close scrutiny from educators, school boards, and the general public. The process has been examined and evaluated at all educational levels. School boards have placed emphasis on the improvement of local policies that incorporate the ideals of current theorists (Joyce & Showers, 1988). Teachers have expressed interest in having input in such policies, and have sought accountability with respect to the implementation of the supervisory process. Even parents have initiated discussion about teaching evaluation and accountability (Conley, 1987). Clearly, the issue of supervision merits further discussion.

The underlying theme of this study rests with the belief that the supervisory process should be a collaborative effort that reflects the concerns of the individual teacher. Researchers (Glatthorn, 1990; Glickman, 1985; Hoy & Forsyth, 1986) emphasize the need to modify and change certain teaching behaviours, but they stress the importance of a collaborative effort among all parties involved in the supervisory process. Glatthorn (1990) suggests that a differentiated supervision model offers teachers four options for

professional growth. Glickman's (1981) model of developmental supervision encourages teachers and supervisors to work together so that teachers' needs may be met. Both models provide a forum where teachers play an active role in determining their own paths with respect to supervision.

The classroom teacher of the 90's is inundated with changes in curricula, extra-curricula responsibilities, and compounded emotional ties to teaching. A strong supervisory approach that allows educated, enlightened supervisors to facilitate instructional improvement is critical. To create a professional environment in schools, supervisors can provide opportunities for teachers to make choices, to observe each other, to discuss their work, and to seek opportunity for learning (Glickman, 1985). Della-Dora (1987) recommends that supervisors bring about improved learning through developing an array of supervisory styles to fit the variety of situations encountered, by becoming acquainted with the major families of teaching methods and the styles of teaching and learning that affect student achievement, and by employing a supervisory process that fosters increased self-direction and self responsibility within each teacher. The need to provide an effective and efficient forum for teacher supervision is urgent if we are to witness continual growth in teachers, whether they be beginning teachers, or experienced veterans. The belief is that all teachers can and will improve if direction and guidance is provided. Schools need leaders who strive to help others succeed.

When supervisors comment constructively on teachers' specific skills, they help teachers to become more effective, and improve their morale. According to Bennett (1987), supervision that strengthens instruction and improves teachers' morale has these elements:

- Agreement between supervisor and teachers on the specific skills and practices that characterize effective teaching.
- Frequent observation by the supervisor to see if the teacher is using these skills and practices.
- A meeting between supervisor and teacher to discuss the supervisor's impressions.
- Agreement by the supervisor and teacher on areas for improvement, and
- A specific plan for improvement jointly constructed by teacher and supervisor.

(p. 68)

Yet, a supervisor rarely visits a teacher's classroom and makes only general comments about the teacher's performance (Renihan, 1996). This relative lack of specific supervision contributes to low morale, teacher absenteeism, and high faculty turnover (Bennett, 1987). Historically, senior administrators have sporadically employed clinical supervision as an evaluative procedure. This approach has often left teachers with little guidance about improved instruction. Although clinical supervision should be continued, for it has a purpose, it should not be exclusive, for it does not meet the needs of all teachers (Glatthorn, 1984).

Teacher supervision procedures ought to fulfill the teacher's needs for self evaluation and reflection through cognitive coaching, or peer coaching (Renihan, 1996). Peer coaching creates a positive atmosphere among staff members, increases teacher self-confidence, and contributes to professional growth (Showers & Joyce, 1996). Costa and Garmston (1994) confirm that cognitive coaching enhances the intellectual capacities of teachers, which, in turn, produces greater intellectual achievement in students. Through cognitive and peer coaching, teachers can isolate specific areas of improvement and begin to seek inservice and professional development activities that will improve their teaching techniques.

Stemming from the need for improved supervision of teachers is a need to develop a connection between supervision and professional development. Teacher growth is closely related to pupil growth (Joyce & Showers, 1988). Probably nothing within a school has more impact on students in terms of skill development, self-confidence, or classroom behaviour than the personal and professional growth of teachers (Barth, 1990, p. 49). Jonasson (1993) states that if we wish to promote learning in schools, we must invest time, money, and energies into the training and development of teachers. The route taken in professional development should parallel teacher needs. If the goal for supervision is improved teaching and ultimately improved student learning, then educators must attempt to build a bridge between supervision and professional development (Jonasson, 1993).

A belief in the supervisory process and the need for professional development alone is not enough. Teachers and supervisors must actively engage in the process of supervision. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process (Glatthorn, 1984). Teachers should then have the opportunity to reflect on all aspects of teaching, and to participate in professional development activities that foster improved teaching.

This study examined the characteristics that dominate supervision policy, the existing supervisory environment, the attributes that characterize an effective supervisor, the procedures needed for effective supervision to occur, and the link that exists between the supervisory process and professional development activities for rural elementary teachers.

Purpose of the Study

This study was initiated as a result of personal experience with the supervisory process. Over a twelve year career within the same school division, having worked with two different directors, and three different school-based administrators, I have experienced a variety of supervisory techniques. This study examined teachers' perceptions of the supervisory process within their own school divisions.

The purpose of this study was to determine rural elementary teachers' perceptions about the nature of supervision and professional development activities in rural Saskatchewan elementary (K-6) schools.

Research Questions

The purpose of the study was addressed through the following questions, in the context of K-6 rural schools:

Supervisory Process

1. To what extent are teachers aware of division board supervision policy?
2. What is the amount of supervision experienced by teachers?
3. Are there differences in perceptions of quality and quantity of supervision based on 1) gender, 2) age, 3) teaching experience, and 4) the amount of administrative time?
4. What do teachers perceive as adequate supervision for different categories of teachers?
5. What do teachers feel is an adequate amount of supervisory time spent in the classroom during the supervisory process?
6. Do teachers perceive that all teachers benefit from supervision, or should it be reserved for only new teachers or those experiencing difficulty?

7. Do teachers believe that beginning teachers are receiving adequate supervision?
8. To what extent is supervision viewed as a collaborative process?
9. To what extent is supervision viewed as individualized?

Supervision and Professional Development

1. To what extent do teachers perceive a connection between supervision and professional development?
2. Whom do teachers believe should choose professional development activities?

Outcome

1. Do teachers believe that their teaching improved as a result of supervision?

Supervisory Qualities

1. What do teachers perceive as effective supervisory qualities?

Teacher Feelings and Personal Opinions

1. How do teachers feel about the importance of supervision?
2. To what extent are teachers satisfied with the types of supervisory processes being provided?
3. To what extent are teachers satisfied with the quality and quantity of supervision being provided?
4. In general, how do teachers feel about the supervisory process?

Rationale for the Study

The study was of value for several reasons. The study gained insights into teachers' perceptions of supervision and thus determined if teachers were satisfied with the supervision being provided in rural elementary schools. The data collected provided information about how teachers are presently supervised, and determined the extent to

which rural elementary teachers were being provided with appropriate professional development activities to improve and enhance their teaching.

The study provided a greater profile of the teacher's professional role. The importance of teacher voice and teacher collaboration was reinforced. The study emphasized the importance of teachers' choice in professional development activities, and the ways in which this is related to improved classroom teaching.

Researchers (Kauchak, Peterson, & Driscoll, 1985; Sackney & Johnston, 1982; Blumberg, 1980; Lortie, 1975) have previously investigated supervision from a teacher's perspective. This study provided updated data relevant to rural Saskatchewan elementary schools. The study of this problem was timely, as a number of local rural school divisions are currently updating their supervisory policies. Materials from this study may provide assistance to boards in the process of policy development, and also to administrators currently implementing the supervisory process. With the current emphasis on school and, ultimately, teacher accountability, it is important that the supervisory process accomplish what it is intended to do; that is, provide teachers with time for personal reflection, and constructive feedback that leads to improved classroom teaching and improved student learning.

Delimitations

This study had the following delimitations:

1. The study was delimited to a random sample of 485 elementary teachers in 42 (K- 6) rural Saskatchewan schools each consisting of more than five full-time teachers. Band schools, Hutterite Colony schools, the researcher's school division, principals, and K-6

teachers included in other school grade structures (e.g., K-8, K-12, etc.) were not included in the study.

2. The study used the researcher-designed questionnaire "Rural Teachers' Perceptions of Supervision and Professional Development" (RTPSPD).
3. Survey forms were sent to the schools on only one occasion, April 1997. Three weeks later a reminder was sent to the participants.

Limitations

The study had the following limitations:

1. Only teachers from rural K-6 schools were investigated; therefore the results can only be generalized to this population.
2. The study had the limitations of all survey type research such as clarity of wording, and understanding of terminology.
3. Since the study was delimited to the perceptions of teachers, insights from other stakeholders were not obtained. For example, supervisory effectiveness was assessed using teacher self-report. Other factors may contribute to teacher perceptions.

Assumptions

In carrying out this study it was assumed that:

1. Teachers believed that the supervisory process was valuable.
2. Teachers had beliefs about supervisory processes and their responses were influenced by such beliefs.
3. Teachers were aware of, and had experienced their school division's approach to supervision.
4. Teachers responded honestly.

5. Supervision and professional development are interrelated.

Definition of Terms

For the purposes of this study, the following terms were used as defined:

Supervision (of teachers)- Supervision shall be viewed as a process that focuses on improving teacher performance and student learning within the classroom. The process shall be a collaborative and supportive approach between the supervisor and the teacher-- one that provides the teacher with direction to improve a skill or technique, deal with an identified need, or recognize and acknowledge good practice. Supervision shall be a self reflective process that remains non-evaluative and non-judgmental.

Professional development- This teacher-directed process occurs over a period of time and leads to professional growth for the teacher. Professional development is a process designed to enhance teaching strengths and foster improvement in areas of teaching weakness. Professional development activities include opportunities for teachers to interact with one another through discussion and group problem solving, as well as technical training approaches that may include short courses, institutes, university classes, conventions, and workshops.

Evaluation- Evaluation is a judgmental statement of an individual's competency at a given time, usually presented in a formalized report. Evaluation allows for decisions to be made about whether an employee will be retained. Evaluation provides teachers with information on their teaching performance.

Clinical supervision- Cogan (1973) describes clinical supervision as:

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behaviour. (p. 9)

Typically, clinical supervision consists of five stages: 1) preobservation conference; 2) observation; 3) analysis and strategy; 4) supervision conference; and 5) postconference analysis. Crucial to successful clinical supervision is the development of an open climate that encourages a trusting relationship between supervisor and supervisee.

Differentiated supervision- Differentiated supervision is an approach to supervision that provides teachers with options about the kinds of supervisory services they are provided. Differentiated supervision includes intensive clinical supervision, cooperative (peer) supervision, self-directed development, and administrative monitoring (Glatthorn, 1990).

Developmental supervision- Within this supervisory process, supervisors consider teachers' varying levels of development. Glickman (1981) states that supervisors may implement a directive, collaborative, or non-directive orientation toward supervision depending upon the teacher's individual level of abstract thinking and commitment.

Peer coaching- Peer coaching is a voluntary process whereby teachers help teachers increase their competence in teaching strategies and other related activities. Generally peer coaching takes place in the classroom where one teacher observes another and provides feedback. It also may occur in a conferencing situation away from the classroom. Peer coaching may be a planned activity or may occur incidentally.

Cognitive coaching- Cognitive coaching as described by Costa and Garmston (1994) is one type of peer coaching where teacher coaches are trained to ask questions that allow teachers to explore thinking behind their practices (Dyer & Fontaine, 1995). Costa and Garmston claim that cognitive coaching has three goals: to create and manage trust; to facilitate teacher learning; and to develop teacher autonomy. The supervisor attempts to facilitate teacher learning through a problem-solving approach by using questions to stimulate the teacher's thinking.

Reflective coaching- During this process the supervisors allow teachers to engage in reflection about their own teaching. Teachers are encouraged to ask "why" questions, and assume a self-critical approach about their own teaching practices. The teacher becomes the primary generator of knowledge (Garman, cited in Glatthorn, 1990, p. 96). A "critical friend" may provide teachers with the opportunity to critique their own work, and therefore plan and reflect on their own professional development (Costa & Kallick, 1993).

School division- "Division" or "school division" as defined in the Saskatchewan Education Act (1995) consists of any portion of Saskatchewan that is designated to be the unit of local governance of schools and for the provision and administration of educational services in those schools (p. 28). A "school division" includes a public school division, a separate school division, and a high school division (p. 2).

Overview of the Study

Chapter One has outlined the setting for the study, the questions that the study is attempting to answer, its delimitations, limitations, assumptions, and also relevant definitions required for the completion of the study. Chapter Two reviews some of the

current literature pertaining to the area of supervision and professional development. Chapter Three details the research methodology and introduces the population and research instruments used in the study. Chapter Four presents the findings derived from the questionnaire, and a discussion of these findings. In Chapter Five the purposes of the study are summarized, major conclusions drawn, and implications for research and practice are discussed.

CHAPTER 2

LITERATURE REVIEW

Over the past few years scholars have attempted to build a bridge linking the supervisory process to professional development. Although theoretically the bridge appeared to be sound, as teachers and administrators ventured forth onto the bridge they found that the foundation was not solid concrete but instead, formed a swinging suspension bridge. The path was unsteady for both teacher and administrator.

When considering the analogy of the suspension bridge, we realize that supervision of professional personnel and its connection to professional development continues to be a major concern. For many administrators and teachers, supervision can be a frightening experience, but this need not be the case. If we believe the ultimate goal of the supervisory process is improvement of instruction, and the responsibility for instructional improvement rests with teachers themselves, then we as supervisors must become cognizant of models and processes that will provide the forum whereby teachers can advance across the bridge, meeting the supervisor half way, and can begin to improve in all areas of teaching. We can be enlightened by the knowledge provided by scholars, and encourage our teachers to familiarize themselves with current literature on effective supervision.

Teachers must become empowered to make professional decisions regarding their own development (McBride & Skau, 1995; Karant, 1989). These decisions may be made individually, or collaboratively with supervisors or peers. Hoy and Forsyth (1986) state that any attempt to change teaching behaviour must be facilitated by social support as well as professional and intellectual stimulation from colleagues. The primary goal of the

supervisor is not simply to solve immediate problems, but to encourage teachers to jointly study all teaching related activities. Crucial for a successful teacher-supervisor relationship is the development of collaboration and trust. Working together, the bridge can be held steady so that teachers and administrators can journey from supervision to professional development together.

Throughout this chapter I differentiate between supervision and evaluation, and examine several models of effective supervision. The diagnosis of teaching difficulties will be linked to professional development and ultimately instructional improvement. Implications for administrators, that allow the supervisory process to be successful and benefit all stakeholders in the school system, are outlined. It is my belief that the best supervisory procedures are those that hinge upon collegial attitudes and approaches. Throughout this chapter the terms supervisor and administrator or principal are used interchangeably, as in rural Saskatchewan schools, this tends to be the norm. The principal generally administers the supervisory process (Renihan, 1996).

Supervision is complex, demanding, and continuous. As one goal is reached, a new goal is created. Effective supervisors use a problem solving approach that encourages teachers to become self reflective and choose their own paths with respect to professional development and ultimately improved teaching abilities. As the supervisory process is incorporated, both teacher and administrator emphasize a collaborative effort.

Definition of Supervision and Evaluation

The word supervision is derived from the two words “superior” and “vision”. This implies a hierarchical relationship with the supervisor having superior knowledge and power (Jonasson, 1993). This image of supervision is inappropriate for the school environment, where ideally teachers and principals work together collaboratively. More appropriate is a definition that exemplifies a collaborative philosophy.

Experts in the field have defined supervision in a variety of ways. The following definitions reflect a comprehensive view of supervision, also termed “general supervision”:

Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action (Glickman, 1985, p. 4).

Supervision of instruction is the set of activities designed to improve the teaching-learning process (Hoy & Forsyth, 1986, p. 3).

Supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.....
Supervision is a major function of the school operation, not a task or specific job or a set of techniques (Harris, 1985, p. 10).

The comprehensive set of services provided and processes used to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained (Glatthorn, 1990, p. 84).

All of the above definitions view supervision as a set of services and processes that will lead to improved instruction. Often administrators periodically check classrooms to assure that an appropriate level of teaching performance is being attained. This checklist type of supervision typically occurs once or twice a year to determine if the curriculum is being followed, if lessons are geared to appropriate levels, and if classroom

discipline is being maintained. This quick and easy supervision serves an administrative purpose but does not focus on professional development.

Glatthorn (1990) advocates teacher professional growth as key to school improvement and success. McGreal (1983) also describes supervision that fosters professional growth through four models of teacher evaluations. The “goal setting” model allows teacher and supervisor to agree on goals for the teacher to work toward during the year. The “product” model uses student work to assess teacher effectiveness. Within the “clinical supervision” model, supervisors observe teacher’s performance through conferences. Supervision focuses on the meaningfulness and grace of a lesson in the “artistic” model.

If we assume that supervision is conducted for the purpose of professional growth, then evaluation and supervision can be viewed as separate and distinct functions (Frontier School Division, 1991, as cited in Renihan, 1996). Wise, Darling-Hammond, McLaughlin, and Bernstein (1984) posit that the supervisory process may be viewed as having two purposes: improvement and accountability (cited in Glatthorn, 1990, pp. 251-252).

Supervision

Hoy and Forsyth (1986) define instructional supervision as “the set of activities designed to improve the teaching process. The purpose of supervision is not to control teachers, but to work cooperatively with them” (p. 3). The primary reason for implementing supervision is to help and support teachers as they adapt, adopt, and refine instructional practices in their classrooms (McQuarrie & Wood, 1991). In this situation, the role of the supervisor becomes that of a helper and supporter rather than a managerial

administrator. Judgmental and controlling functions are removed from supervision. Ultimately, supervision is a process of facilitating the professional growth of a teacher, primarily by giving feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective.

Evaluation

The purpose of evaluation is to make a judgment about a professional under review. The supervisor rates the adequacy of the performance as it relates to professional duties within the classroom. McQuarrie and Wood (1991) state that teacher evaluation can be defined as an administrative responsibility designed to assist districts in making decisions about the adequacy of performance so that decisions can be made about whether an employee will be retained. Evaluation, or “systematic evaluation” as defined by Glatthorn (1990), is a critical function of school administration, but should remain distinct from supervision.

Models of Supervision and Evaluation

There are several models of supervision from which educational leaders and teachers can draw upon. An effective supervision policy does not rely exclusively on one model, but draws on various models so that a program can facilitate the professional development of teachers in a school. Glatthorn (1990), Glickman (1985), and Hoy and Forsyth (1986), provide us with samples of effective models or patterns of supervision. Inherent in each model is the use of some type of clinical supervision.

Differentiated Supervision

Glatthorn’s (1990) model of “Differentiated Supervision” responds to the different needs and preferences of classroom teachers. It assumes that if teaching is a

profession, and teachers are to be empowered, then teachers need to have control over their professional development within certain standards. All teachers need support and feedback, but that feedback need not come from only supervisors or administrators. The support can come from fellow teachers and even students. This approach helps the supervisor find time to focus his or her efforts where they are most needed.

The Differentiated approach offers four supervisory choices for teachers:

1. Intensive development (clinical)
2. Cooperative development (small teams)
3. Self-directed development (own progress)
4. Administrative monitoring

Intensive development. Intensive development, or clinical supervision, is a systematic, sequential, and cyclic supervisory process that involves the interaction between supervisors and teachers. Traditionally this has been an intensive skill-focused process that incorporates a “conference/observation/conference” cycle. Goldhammer, Anderson, and Krajewski (1993), Cogan (1973), and Acheson and Gall (1987) have developed three models of clinical supervision. Cogan’s (1973) model is the most complex as he separates the planning process into two stages: planning with the teacher for the purpose of improved instruction, and planning for observation. He also divides the analyzing stage into two sections: analysis that focuses on the teaching-learning process, and that which focuses on the conference. Acheson and Gall (1987) define the three stages of: planning, observing, and conferring. Goldhammer et al. (1993) advocate a five stage model that closely parallels Cogan’s model.

Clinical supervision can be used with inexperienced teachers, experienced teachers who are experiencing difficulty, and experienced teachers looking to improve their teaching. Glatthorn (1990) suggests a Reconceptualized Model of supervision. This professional development model is intended to make clinical supervision a more effective and flexible process. There is a change of focus directed at not only skill development, but also professional development. The model is designed to be used by the teacher in a self-directed mode, by other colleagues in a cooperative mode, and by the supervisor in an intensive mode. Within this model, the term supervisor refers to any individual who provides support or feedback to the teacher. Rather than only focusing on skill development, teacher pedagogical knowledge and student interactions are also considered.

Sergiovanni (1995) supports the idea of clinical supervision, but stresses the importance of face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. The focus of clinical supervision should be on formative evaluation that increases the effectiveness of on-going educational activity, rather than summative evaluation, which is concerned with judging and rating the teacher, and not helping improve teacher performance. This is not to say that teachers should not be accountable for their actions, but rather they should be professionally accountable, so that the accountability is growth-orientated.

Cooperative development. Cooperative development is a process of fostering teacher growth through systematic collaboration with peers. As teachers often naturally turn to each other for support and advice, the process is natural. Zahorik (1987), in a study of fifty-two teachers, found they spent over sixty-three minutes a day together in

conversation, with two-thirds of that time being devoted to the topics of teaching, learning, and professional matters. If these interactions are already present, then supervisors should be able to give direction to the discussions to foster a collaborative supervisory process.

Costa and Kallick (1993) believe that a “critical friend” enhances the cooperative supervisory process. A critical friend provides feedback to the individual teacher or group. A critical friend is a trusted person who asks provocative questions, provides data to be examined from another perspective, and offers a critique of a person’s work as a friend. The friend takes the time to fully understand the context of the work being presented and the outcomes that the person or group is working toward. The friend becomes an advocate for the success of that work. Once trust has been established, the participants meet in conference style where they plan, discuss, and reflect on the work (pp. 49-50).

Several advantages can be cited as reasons for incorporating the cooperative process. Clearly principals cannot meet all support and assistance needs, and cooperative development provides a means of empowering teachers. Teachers become more committed to the concept of supervision if they are involved in the planning process. An increase in development of self-esteem of staff members is evidenced, and teachers’ feelings of isolation are reduced as they can interact on an ongoing basis (Glatthorn, 1990, p.189). Emphasis is placed on reflection about teaching in a collaborative atmosphere where there is sharing of experience and insights.

Little’s study (cited in Glatthorn, 1990, p. 195) shows that successful schools hold shared expectations that teachers will work together by discussing, planning, analyzing

and evaluating all aspects of teaching. Anderson (1982) states that in exemplary schools, teacher-teacher cooperation is high. Evidently school success is enhanced by a collaborative staff effort.

Glatthorn (1990) outlines five major types of collaboration:

1. Professional dialog- Reflection about practice through a guided discussion with the focus on teaching.
2. Curriculum development- Focus on the production of materials and the collaborative development of curriculum; encourages detailed yearly plans .
3. Peer Supervision- An analysis of teaching undertaken through the observation of instruction followed by feedback.
4. Peer Coaching- Emphasis on the development and mastery of specific skills, usually models of teaching and supported with staff development; more intensive than peer supervision; creates companionship; gives objective, non-evaluative technical feedback
5. Action Research (Liberian Model)- Considers the solving of problems through the development and implementation of feasible solutions to teacher-identified problems; process facilitates reflection on teaching and promotes collegial interaction.

(p. 190)

Cautiously one must consider the problems associated with collaborative supervision. Time constraints, peer incompatibility, professional threat, interpersonal defensiveness, and teacher's reluctance to give advice to others, are all issues that need to be discussed prior to the initiation of the process, and tactfully managed if they occur during the process. A concisely planned training program assists in the successful implementation of collaborative supervision, as teachers gain confidence by practicing the procedures in a controlled environment.

Self-directed development. In self-directed development the individual teacher works independently on a program of professional growth. Special emphasis is placed on teacher autonomy. A trained specialist is not required as teachers set out their own

professional growth goals, find the resources needed to achieve those goals, and undertake the steps needed to accomplish outcomes.

This process incorporates the principles of adult learning by responding to individual needs. Teachers as professionals are encouraged to make judgments about the teaching process and appraise their own performances. The success of this model necessitates that teachers choose meaningful and challenging goals, make use of all feedback received, and make constructive assessments of what they have accomplished.

Administrative monitoring. Administrative monitoring is a process by which the supervisor monitors the staff through brief, unannounced visits, simply to ensure that the teachers are carrying out their responsibilities. The process may include an evaluative element, however, it is not a substitute for systematic evaluative visits. The principal should be explicit with teachers about the relationship of administrative monitoring and evaluation.

Administrative monitoring gives the principal information about what is happening in the school, and enables him/her to be aware of any problems. Teachers see the principal as actively involved and concerned. This method is only successful when performed by a sensitive and trusted leader.

Developmental supervision

Glickman (1981) views educational supervision as a process for improving classroom and school practices by working directly with teachers. His model of developmental supervision allows supervisors to identify their own beliefs about the supervisory process, and to determine the appropriate amount and sequence of direction needed to improve teaching and learning. He is clearly an advocate of the belief that “no

one approach works for all". When considering individual teacher development, including level of commitment and level of abstract thinking, the supervisor and/or teacher can choose an approach that will be most effective.

Glickman defines three orientations to supervision: directive, collaborative, and non-directive (p. 17).

Directive. In directive orientation, the supervisor emphasizes the behaviours of presenting, directing, demonstrating, standardizing, and reinforcing, in developing an assignment for teachers. The directive supervisor judges the most effective way to improve instruction by making standards clear, and by tangibly showing teachers how to attain such standards. It is a thoughtful, systematic-like approach, based on a careful collection of data. This approach implies that the supervisor is more knowledgeable about teaching, and that his or her decisions are more effective than the teachers are when seeking to improve instruction.

Collaborative. In the collaborative orientation, the behaviours of presenting, clarifying, listening, problem-solving and negotiating are used to develop a contract between the teacher and the supervisor. With this approach the supervisor and teacher actively negotiate the plan of action. Neither the supervisor nor the teacher has a final plan that excludes the other's view. The final product of the supervisory process is a contract, agreed to by both and carried out as a joint responsibility.

Non-directive. In the non-directive orientation, the behaviours of listening, encouraging, clarifying, presenting, and problem solving, are used to create a teacher self-plan. This plan rests on the premise that the teacher is capable of analyzing and solving his/her own instructional problems. When the teacher sees the need for change, s/he is

more ready to implement such change. Throughout this process a clinical approach to supervision might not be incorporated. Instead, the supervisor might observe without interpreting or analyzing, and give the teacher the opportunity for self-analysis. If the teacher chooses the clinical route, s/he determines the direction of the supervisory process.

Systems Model of Supervision

For supervision purposes, Hoy and Forsyth (1986) view the classroom as a social system influenced by the interaction between bureaucratic expectations that include rules, regulations and policy, and individual teacher personality needs. They state that teachers react and perform differently due to the environment in which they are placed. The “Systems Model” approach to classroom performance views the school as an open system that identifies repeated cycles of input, transformation and output (Katz & Kahn, 1978).

In the open systems framework, teaching can be influenced by interactions that occur within a school environment. Such influences may include a school’s formal organization, leadership styles, organizational climate, and resources. Five key classroom components also form a basis for analysis of the teaching-learning process. Teaching tasks, teachers, students, formal classroom organizations, and classroom climate are crucial elements within the classroom, and supervisors should consider all of these components as they attempt to understand and help teachers improve the teaching-learning process. Hoy and Forsyth (1986) incorporate these characteristics into a diagnostic model of classroom performance based on concepts and assumptions of the open-systems approach.

Hoy and Forsyth (1986) also suggest a differentiated model for supervision.

They believe that there is an inherent tension between supervisory and administrative positions; therefore, a differentiated model of supervision is proposed in which the two roles are viewed as relatively distinct, but complementary. The functions and responsibilities of supervisors and administrators are different and assume different positions and purposes.

The supervisor and principal's roles are viewed as distinct from each other. Supervisors are viewed as master teachers who are able to provide advice and assistance to staff members in a trusting, risk-taking environment. Their authority is earned, as a result of strong human-relations skills. The principal, on the other hand, is the one who must make hard organizational decisions that sometimes have negative effects on teachers. The principal's prime function is administration, not teaching. Principals are responsible for a smooth functioning operation, and therefore can play a key role in the supervisory process by building an organizational climate conducive to observation and improvement of instruction.

Hoy and Forsyth note, and I also believe, that although the roles of supervisor and principal are often defined as separate, in many schools the principal is the supervisor. In such situations effective supervision may be difficult, as strong demands may be placed on individuals. Although supervisory processes may be complicated, the crucial issue is one of understanding by all involved stakeholders. Teacher-supervisory relationships should emphasize professionalism, collegueship, and trust.

Characteristics of Effective Supervision

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effectiveness (Sergiovanni, 1995). McGregor (cited in Sergiovanni & Starratt, 1979, p. 117) referred to Theory Y as a management proposition that stressed the importance of human resources when interacting with personnel. Theory Y orientation assumed that more adequate assumptions of human nature were needed in order for schools to meet their professional development responsibilities to teachers and to improve the intellectual, social, and emotional welfare of their young clients. McGregor stated that motivation was present in people, and management did not put it there. It was management's responsibility to make it possible for people to recognize and develop human characteristics for themselves. Management's essential task was to arrange organizational conditions and methods of operation so that people could achieve their own goals best by directing their own efforts toward organizational objectives (Sergiovanni & Starratt, 1979). This theory is consistent with the hopes of teachers, administrators and supervisors who are interested in raising the quality of life for students in our schools. Therefore, an effective supervisor is one who incorporates those human resources traits such as collaboration and trust.

If we agree with the assumption that the overall quality of teacher performance will improve as supervisors and teachers make use of the full range of creative ability in our schools, and that teachers will exercise self direction and self-control in the accomplishments of their own objectives (Sergiovanni & Starratt, 1979), then we can enhance our supervisory processes to accommodate these goals. Supervisors can facilitate a teaching-learning environment that allows for teacher growth under teacher self-control.

Cautiously we must remind ourselves that our behaviours as supervisors are contingent upon specific teachers and teaching situations. Supervisors need to behave in a variety of ways, sometimes in a rather direct fashion, other times in a supportive or considerate fashion, and at still other times in a manner described as teambuilding (Sergiovanni, 1995). Ideally we would like to assume a collaborative situation where teachers take responsibility for their own learning. McGreal (cited in Brandt, 1996, pp. 30-31) states that once individual teacher goals are established, they become the goals of the teacher and the administrator. An administrator's job is not to monitor the goals, but both administrator and teacher must work on goals together. They discuss the data they have collected, discuss their reflections and determine where they are going next.

Although leadership quality plays a significant role in effective supervision, there are specific skills and behaviours that can be learned by supervisors. Glatthorn (1990) cites three that, when mastered by supervisors, can enhance participatory supervision.

1. Effective supervisors employ techniques for observing and analyzing observational data.

Accurately observing classrooms and analyzing observations made are two significant supervisory skills. As well as providing feedback about instruction, observations provide teachers and supervisors with additional information that can ultimately lead to improved teaching. The observations can provide important data in the needs assessment process required for planning effective staff development, and help teacher and supervisor examine how the skills learned during staff development will be applied. Effective supervisors understand the importance of observation, and

demonstrate a commitment to the process, by actively participating in training programs that improve their observation skills (Glatthorn, 1990, pp. 279-282).

2. Effective supervisors implement an established set of guidelines when holding supervisory conferences.

The conference has four main components: opening, focus, transition, and closing. The supervisor employs these components, through a directive, collaborative, or non-directive style depending on the specific need and type of conference. The supervisor should be flexible in determining which conferences are needed, taking note of particular needs of experienced and non-experienced teachers (Glatthorn, 1990, pp. 314, 342).

3. Effective supervisors use coaching to improve teacher's skills.

Glatthorn (1990) defines coaching as “any systematic training provided to groups of teachers or individual teachers intended solely to help them acquire a teaching skill” (p. 347). The supervisor has an opportunity to enhance the organizational environment so that it will support teachers’ professional development and assist the teacher by seeing that adequate resources are available.

Opportunities can be provided where teachers can work together and share ideas with colleagues. Supervisors can work with teachers to provide these antecedent conditions, and also work to develop the teachers’ sense of self-efficacy. They can create an awareness of the need to acquire a skill, and begin a process of defining the skill with the teachers. Supervisors can help teachers to reflect on why a skill is important, provide for guided practice through the coaching conference, and then allow teachers time for independent practice of the skill within the classroom.

Integrating Supervision and Professional Development

Inservice education of teachers has a long history, but present practices have not been well received by teachers. When mention is made of an upcoming inservice day, general responses tend to be, "I'd rather spend a day in my classroom preparing for my students", or "These presenters haven't been in a classroom in years", or "I don't have those resources! How can this apply to me?" Teachers view many inservice programs as too formal, another teacher duty, and the result of administrative rather than teacher planning. If a connection between supervision and professional development is to become viable, professional development engaged in by teachers must be directly linked to individual need as determined by effective supervision.

Sergiovanni (1996) states the need for staff development orientation as opposed to in-service education orientation. He views staff development as not something schools do to teachers, but something teachers do for themselves. Inservice education assumes a deficiency in teachers and that certain skills need developing. Conversely, staff development does not assume a deficiency in teachers but rather assumes a need for people at work to grow and develop on the job. Staff development provides an avenue to increase the range of alternatives by which teachers can improve their teaching ability. Supervisors can facilitate such growth. Moreover, supervisors can assist teachers in personal change-- the ability to see themselves, the school, curriculum, and students differently. Raising the quality of performance becomes the emphasis.

Professional development approaches emphasize providing teachers with a rich environment filled with teaching materials, media, books, and devices. With encouragement and support, teachers interact with this environment and with each other

through exploration and discovery (Sergiovanni, 1996). Little (cited in Sergiovanni, 1996, pp. 145-146) advocates six principles to guide the design of professional development experiences for teachers. The principles oppose training approaches such as in-service programs that are well known to principals and teachers, and require little elaboration.

1. Professional development offers meaningful intellectual, social and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching.
2. Professional development takes explicit account of the context of teaching and the experience of teachers. Focused study groups, teacher collaboratives, long-term partnerships, and similar models of professional development afford teachers a means of locating new ideas in relation to their individual and institutional histories, practices, and circumstances.
3. Professional development offers support for informed dissent. In the pursuit of good schools, consensus may prove to be an overstated virtue. . .dissent places a premium on the evaluation of alternatives and the close scrutiny of underlying assumptions.
4. Professional development places classroom practice in the larger context of school practice and the educational careers of children. It is grounded in a big-picture perspective on the purposes and practices of schooling, providing teachers with a means of seeing and acting upon the connections among students' experience, teachers' classroom practice, and school-wide structures and cultures.
5. Professional development prepares teachers (as well as students and their parents) to employ the techniques and perspectives of inquiry...it acknowledges that the existing knowledge is relatively slim and that our strength may derive less from teachers' willingness to consume research knowledge than from their capacity to generate knowledge and to assess the knowledge claimed by others.
6. The governance of professional development ensures bureaucratic restraint and a balance between the interest of individuals and the interests of institutions.

(pp. 138-139)

Although training and professional development approaches share the purpose of helping teachers to improve their practice, teachers' capacities, needs, and interests must remain central. Bolin (1987) stresses the concept of renewal-- teachers continually revisiting and reflecting on themselves and the practice of teaching.

Professional development needs differ for novice and experienced teachers, and programs should be developed that acknowledge such differences. Veenman (1984) sees several problems associated with beginning teachers. Issues such as work overload, fatigue, and lack of time, are considered important when considering the needs of inexperienced teachers. Burden (cited in Glatthorn, 1990, p. 363) refers to “survival issues”, where teachers worry about coping with multiple pressures of being a new teacher. Some professional development emphasis should be placed on these issues, but individual differences must also be considered.

Clinical supervision may be necessary with beginning teachers. New teachers can benefit from the developmental processes of pre-conference (planning), the observation, and the post-conference (feedback) (Acheson & Gall, 1987). A collaborative, problem-solving approach should be used until it appears that direct advice is needed.

Administrators can provide opportunities for novice teachers to engage in team teaching with experienced teachers. Such professional involvement would involve planning for teaching, team-teaching, and providing constructive feedback. Several sources, including Gray and Gray (1985), advocate the role of a mentor to provide situational leadership, be a role model, and be an advice giver. Administrators would see that mentors were well trained so as to be capable of providing the guidance needed for improved professional development of novice teachers.

Experienced teachers have special supervisory preferences and needs. Only a small percentage require the benefits of clinical supervision. Experienced teachers should be given the choice of working under a collaborative model, or in a self-directed mode (Glatthorn, 1990). Several Saskatchewan School Divisions provide in policy the

opportunity for a teacher to choose a supervisory track that incorporates a choice in supervisory processes. If the essential teaching skills have been mastered, the experienced teachers will want to look to more advanced skills, and ultimately professional development activities that will improve their teaching in areas of personal interest.

A portfolio prepared by the teacher containing the teacher's self assessment, and summary report of his or her own professional development, provides a viable option for administrators when they are held accountable for supervising experienced teachers. When carefully conceived, portfolios can significantly advance the teacher's professional growth (Wolf, 1996). Portfolios might contain videotapes of teachers teaching, observation reports, examples of student work, student test results, letters from parents and students, surveys of student perceptions, publications written by the teacher and other professional activities. "Portfolios allow teachers to hold on to examples of good teaching so they can examine them, talk about them, adapt them, and adopt them" (Wolf, 1996, p. 34). The analysis of portfolios can provide the basis for choosing professional development activities that meet the needs of the experienced teacher.

Experienced teachers may wish to engage in a cooperative relationship with a "critical friend" (Costa & Kallick, 1993). Often, experienced teachers have colleagues whom they trust to listen to their ideas and respond to their work with integrity. The trust enables the teacher to respond to feedback without needing to defend the work to the critic. The self-reflective process leads to professional development and better teaching.

Planning For Instructional Improvement

The goal of supervision must ultimately be the improvement of instruction. But the subject of improving instruction is complex, and there are no simple prescriptions for effective supervision. We do know that for the supervisory process to result in instructional improvement, the supervisor must be committed to look at several aspects within the school organization: school climate, working conditions, individuals within the organization, and the teaching task itself.

In order for the goal of improved instruction to be reached, the climate of interaction among teachers, and between teachers and principals, must be described as open, where cooperation and respect exist among all staff members. The principal as supervisor, must set the stage for the organizational life in the school by being supportive of teachers. Hoy and Forsyth (1986) state the importance of the collegial behaviour of teachers, where teachers are proud of their school. They respect, accept, and support each other, and feel a sense of accomplishment in their work. Such teachers respect the professional competence and dedication of their colleagues.

Ideally the above mentioned school climate provides a framework from which to begin focusing on instructional improvement. Supervisors have opportunities to influence not only the work itself, but also the conditions of the work. They can enhance teachers' motivation by empowering them with more authority, more freedom, and more responsibility in the improvement of instruction. They can use their influence with senior management in matters such as resources allocation, working conditions, and extra-curricular assignments, thus alleviating frustrations of teachers with respect to the work

environment. As a result, the supervisor is able to motivate teachers and also take care of basic needs.

Hoy & Forsyth (1986), state that supervisors must be committed to the “teaching task” when discussing instructional improvement (p. 254). Several scholars including Armstrong et al., Jacobson et al., Martin, and Perrott, (cited in Hoy & Forsyth, 1986, p. 255) suggest models for the teaching task. Generally, the models contain preinstruction or planning elements, implementation or learning activities, and some form of evaluation. Hoy and Forsyth emphasize the planning component. Instructional planning incorporates five stages: deciding instructional goals, diagnosing learners, specifying instructional objectives, selecting instructional strategies, and selecting evaluation procedures. The implementation component consists of three vital instructional skills: structuring skills, soliciting skills, and evaluation skills. The evaluation component is a vehicle for feedback about the success of the learning and instruction. Classroom performance is most effective when teachers are able to master implementation of the above elements while also considering the interactions between all other components of the classroom social system including the teacher, student, classroom climate, and formal classroom arrangements. Effective supervision in these areas leads to instructional improvement.

The preceding sections of this chapter have discussed several of the key components of effective supervision. On the basis of the foregoing review of the literature, the following conceptual framework has been designed (Figure 1).

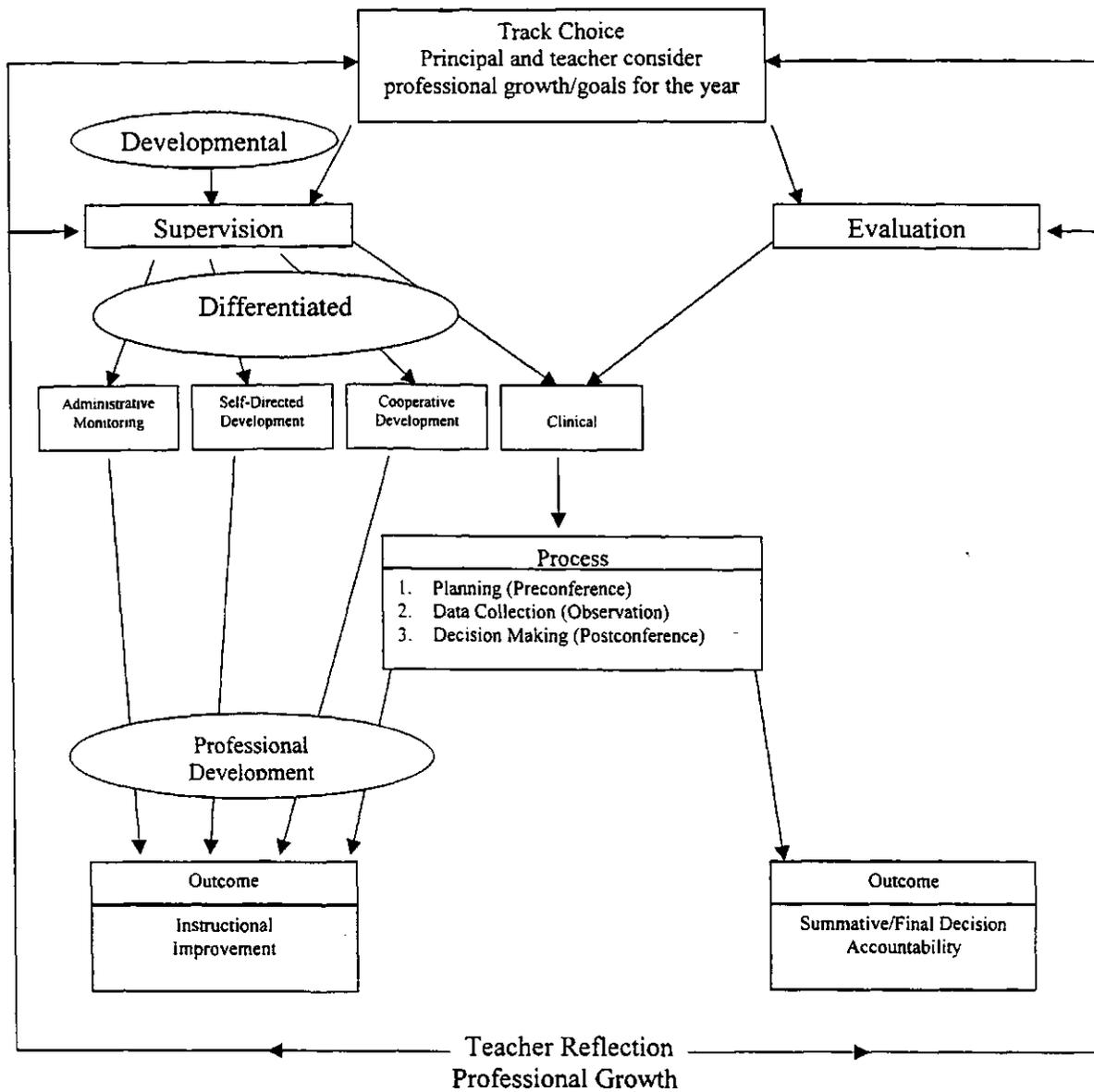


Figure 1. Improvement in Quality of Teaching

Conceptual Framework

Supervision is a comprehensive set of processes that allows teachers to facilitate their own professional growth. A significant finding of this literature review was that the supervisory process should focus on the concerns and choices of the individual teacher (Glatthorn, 1990). The process gives teachers the support and knowledge they need to change themselves.

Within the conceptual framework (see Figure 1), teachers and supervisors collaboratively choose between the route of supervision and evaluation. The definitions of supervision and evaluation remain distinct. Teacher evaluation is viewed as a critical function of administration, but systematic evaluation of teacher performance remains separate from supervision (Glatthorn, 1984, p. 2).

The literature suggests that teachers may choose from a variety of options including: administrative monitoring, self-directed development, cooperative development, and clinical supervision (e.g. Glatthorn, 1984). Administrative monitoring is a process by which the supervisor monitors staff through brief, unannounced visits, to ensure that teachers are carrying out their responsibilities. In self-directed development, individual teachers work independently on a program of professional growth. Cooperative development is a process of fostering teacher growth through systematic collaboration with peers. Clinical supervision (Goldhammer, Anderson, & Krajewski, 1993; Acheson & Gail, 1987; Cogan, 1973) is a three-step process consisting of planning, data-collection, and decision-making. The clinical process may be implemented in both the supervisory and evaluative procedures, but the outcomes will differ. Supervision stresses instructional improvement as the outcome, and provides the groundwork for

future planning. The outcome in the evaluation process is summative, with decision-making responsibility resting with the supervisor. The issue becomes teacher accountability.

As noted in Figure 1, the supervisory process remains developmental, considering teachers' stages of development (Glickman, 1981; Glatthorn, 1990). The framework provides teachers with an opportunity for continuous reflection about all aspects of teaching. Teachers then determine their own personal routes for professional development. The outcome is an improvement in the quality of teaching.

Summary

Many scholars have considered the topic of supervision in recent years, but no single widely accepted model of effective supervision has been found. A synthesis of several scholar's theories (Glatthorn, 1990; Glickman, 1985; Hoy & Forsyth, 1986) provides a solid foundation for defining effective supervision, and the opportunity to begin building a strong, solid bridge between supervision and professional development.

I believe that effective supervision of professional personnel can best be described as a relationship that hinges upon collegial attitudes and approaches. As Renihan and Renihan (1983) suggest, the supervisory process should not be a battle between two opponents, but rather an opportunity for both supervisor and teacher to become enlightened and grow. Teachers and administrators must work together to secure the swinging bridge so that the journey between supervision and professional development is secure.

Effective supervisors must consider several factors when implementing a successful supervisory program. Clearly, both supervisor and teacher must feel

comfortable with the choice of supervisory practices. When teachers are included in the process, they appreciate that they have been given a choice, and they value the professional dialogue that occurs. The teachers' stage of development must also be considered.

The ultimate goal of supervision must be the improvement of classroom instruction. Administrators can facilitate this growth by providing a forum where open communication can flourish and professional development activities can be decided upon through a jointly, collaborative effort between teacher and supervisor. A synergistic approach will build a bridge that consequently results in better learning opportunities for students.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology used in the study, the population studied, the research instrument employed, and the procedures used during the study. For the study, quantitative methods of research were used. Information was obtained from rural elementary teachers using an author-designed questionnaire, Rural Teachers' Perceptions of Supervision and Professional Development (RTPSPD).

Population

The target population for this study would have ideally been all rural K-6 elementary teachers. Gall, Borg, and Gall (1996) define the accessible population as all individuals who realistically can be included in the sample. Because the population was large and widely dispersed, gathering a simple random sample posed some administrative problems. Therefore the sample consisted of 485 teachers in 42 rural (K-6) schools in 30 school divisions in Saskatchewan. The schools chosen had more than five full-time teachers. Band schools, Hutterite Colony schools, the researcher's school division, principals, and (K-6) teachers from schools included in other grade structures (e.g., K-8, K-12) were not included in the sample.

Research Instrument

The work of Sackney and Johnston (1982), McGartland (1990), and Mills (1988) was considered during the development of the questionnaire entitled Rural Teachers' Perceptions of Supervision and Professional Development (RTPSPD). See Appendix A.

The RTPSPD is divided into four parts: Part A includes a teacher demographic component, Part B seeks data on teachers' reactions to the supervisory process, Part C

focuses on data related to the connection to professional development, and Part D seeks to assess teachers' estimates of the qualities of effective supervisors. The respondents were asked to respond to questions on a five-point Likert scale to indicate their level of agreement with each response. Space was provided at the end of the questionnaire to allow teachers the opportunity to elaborate.

When the questionnaire was distributed, a covering letter was enclosed (see Appendix A) explaining the procedure for completing the questionnaire, and the procedure for returning it in a stamped addressed envelope. This letter included two definitions that were necessary for the teacher to comprehend prior to completing the survey. The definitions included "supervision" and "professional development".

Pre-testing the Instrument

Researchers (Gall, Borg, & Gall, 1996; Glesne & Peshkin, 1992; Cohen & Manion, 1985) advocate pre-testing the instrument prior to its delivery. The initial draft of the questionnaire was presented to an advisory group consisting of: 1) two University of Saskatchewan graduate students from the Department of Educational Administration, and 2) two rural elementary school teachers not involved in the study. Suggestions and comments were sought to modify the first draft of the questionnaire, and then a revised draft was used for the pilot.

The pilot study was completed with a sample group consisting of one rural elementary school K-6 staff. Eight teachers provided responses to the pilot questions and offered criticisms regarding the questionnaire construction. Utilization of repeated feedback from those most knowledgeable in this field helped ensure that the questionnaire measured what it was intended to measure.

Validity

Validity is defined as the appropriateness, meaningfulness, and usefulness of specific inferences made from test scores (Gall et al, p. 773). Four procedures exist for estimating the validity of a test instrument (p. 249). This study incorporated the two procedures of content and concurrent validity verifications.

Content validity refers to the degree to which the scores yielded by a questionnaire adequately represent the content or conceptual domain that the scores purport to measure. The claim for content validity was based on the examination of the RTPSPD by educational professionals in the advisory group and the pilot study. These individuals were asked to study the instrument, comment on its appropriateness, and make recommendations for change.

Concurrent validity can be defined as the extent to which individuals' scores on a new test correspond to their scores on an established test of the same construct that is administered shortly before or after the new test. Although the RTPSPD is a newly designed questionnaire, two sections, Part B and Part D closely parallel those questionnaires designed by Mills (1988), and McGartland (1990).

Reliability

For a questionnaire to be acceptable it must be reliable. Gall et al (1996) define reliability as the extent to which other researchers would arrive at similar results if they studied the same case using exactly the same procedures as the first researcher (p. 768).

Internal consistency is an approach to examining test score reliability in which the individual items of the test are examined. Cronbach's alpha is a general form of the Kuder-Richardson 20 formula that can be used as a technique for measuring reliability

(Gall et al, p. 257). This process, which is best used on tests that include items that have several possible answers, was applied to the RTPSPD upon completion of the final administration of the questionnaire. Reliability testing was not done with the pilot study due to small numbers (n=8).

Fox (1969, p. 362) confirms that coefficients in the 0.70's are acceptable.

Cronbach's alphas indicated that the estimates for the internal consistency of the collected data were .66 for Part C and .84 for Part D. These were considered acceptable estimates of internal consistency.

Administration of the Instrument

After the pilot test was completed, and the schools to be included in the study were identified, the Regional directors within the province were contacted and advised of the study. They provided statistical information regarding numbers of full-time teachers in each of their respective schools. School division directors were then contacted asking for permission to contact the school principals and conduct the study.

Upon approval, questionnaires were distributed to each principal for further distribution to teachers. To ensure confidentiality, each questionnaire included a stamped self-addressed return envelope. The RTPSPDs were distributed in early April, and it was hoped that teachers would complete the questionnaires and return them within three weeks. Three weeks after distribution, a reminder was sent to the schools asking those who had not returned their questionnaires to do so.

Analysis of Data

The purpose of this study was to describe teachers' perceptions of the supervisory process in rural Saskatchewan K-6 schools. Data were gathered through a survey.

Opportunity for open-ended responses was provided, which allowed for additional insights into the results of the quantitative analysis.

Data from Part A were summarized to provide an overview of demographic information and examine the relationships between variables. Both t-tests and ANOVAs were used. Parts C and D, which utilized Likert scale responses, required an item analysis to determine scale reliability levels. Total scores, once "negative" scores had been reversed, were calculated.

Parts B and C provided data on teachers' reactions to supervisory approaches, and teachers' perceptions of supervision and the connection to professional development. For each of Parts B and C, mean scores, standard deviations, and frequencies were calculated.

Part D was designed to determine the attributes or qualities that teachers value in supervisors. It was assumed that higher scores indicated more desirable attributes of supervisors. Mean scores and standard deviations were calculated, and the scores were ranked. The five most preferred and the five least preferred supervisory qualities were identified.

Data analysis was performed using the SPSS computer software package. Upon completion of the data collection, a comprehensive analysis of teachers' additional comments found at the end of the questionnaire was performed in order to identify notable themes or ideas. The data was displayed on a "conceptually clustered matrix" as suggested by Miles and Huberman (1984, p. 113). An analytic reporting style as described by Gall, Borg, & Gall (1996), was used with the data. The data analysis results provided a "rich" description for each theme.

Summary

In this chapter, the plans for completing the study have been outlined. The sample consisted of 485 teachers in 42 rural (K-6) schools in 30 schools divisions in Saskatchewan. The schools chosen had more than five full-time teachers. A questionnaire entitled Rural Teachers' Perceptions of Supervision and Professional Development was designed to collect the data. The instrument was pre-tested by an advisory group, and a pilot study was conducted. Tests for validity and reliability were conducted. The data collection methods were designed to ensure the successful completion of the study. Chapter Four considers the data collection results, and Chapter Five discusses implications of the study.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this study was to determine rural elementary teachers' perceptions about the nature of supervision and professional development activities in rural Saskatchewan elementary (K-6) schools. Information collected on the questionnaire provided demographic information pertaining to the respondents and data representative of teachers' perceptions of the supervisory process and its relationship to professional development. In this chapter the data gathered were analyzed in attempt to answer the questions posed in Chapter One. The information collected has been summarized in the following sections.

Demographic Information

The survey was initially sent to 485 teachers in 42 rural (K-6) schools in 30 school divisions in Saskatchewan. Surveys were distributed in mid-April, and data analysis was initiated at the beginning of June, 1997. One school completed the survey as a staff and returned it in one large package, but the researcher did not receive the package. Therefore, the percentage of returns was based on 466 teachers. One hundred eighty-five usable questionnaires were returned. This represented 40 % of the population under study. Although the percentage of returns was lower than anticipated, sufficient data were collected to justify analysis.

Demographic information included teacher gender, age, teaching experience in present school, total teaching experience, and percentage of administrative time within the school. Table 1 provides a summary of the demographic data.

Table 1

Demographic Description of Responding Teachers (N=185)

Demographic Variables	Number of Teachers	(%)
<u>A. Gender</u>		
Male	39	22.5
Female	134	77.5
<u>B. Age</u>		
< 25 years	11	5.9
26-35 years	52	28.1
36-45 years	51	27.6
46+ years	71	38.4
<u>C. Teaching Experience in Present School</u>		
0 - 9 years	107	58.2
10 - 19 years	48	26.1
20+ years	29	15.8

Table 1 continued:

Demographic Description of Responding Teachers

D. Total Teaching Experience

0 - 9 years	57	31.5
10 - 19 years	50	27.6
20+ years	74	40.9

E. Percentage of Administrative Time in Present School

0 - 29 %	15	9.6
30 - 59 %	69	43.9
60 - 89 %	34	21.7
90+ %	39	24.8

Of the respondents, 22.5 % were male, and 77.5 % were female. More than 38 % of the respondents were over forty-six years of age, whereas only 5.9 % were under twenty-five. More than half of the teachers surveyed had 0-9 years teaching experience in their present school. Years of total teaching experience were relatively evenly distributed, although approximately 40 % of teachers had 20+ years of total teaching experience. Figure 2 details the group composition for both gender and total teaching experience. In all categories the number of females exceeded the males, and the greatest number of teachers had 20+ years of teaching experience. More than 43 % of those

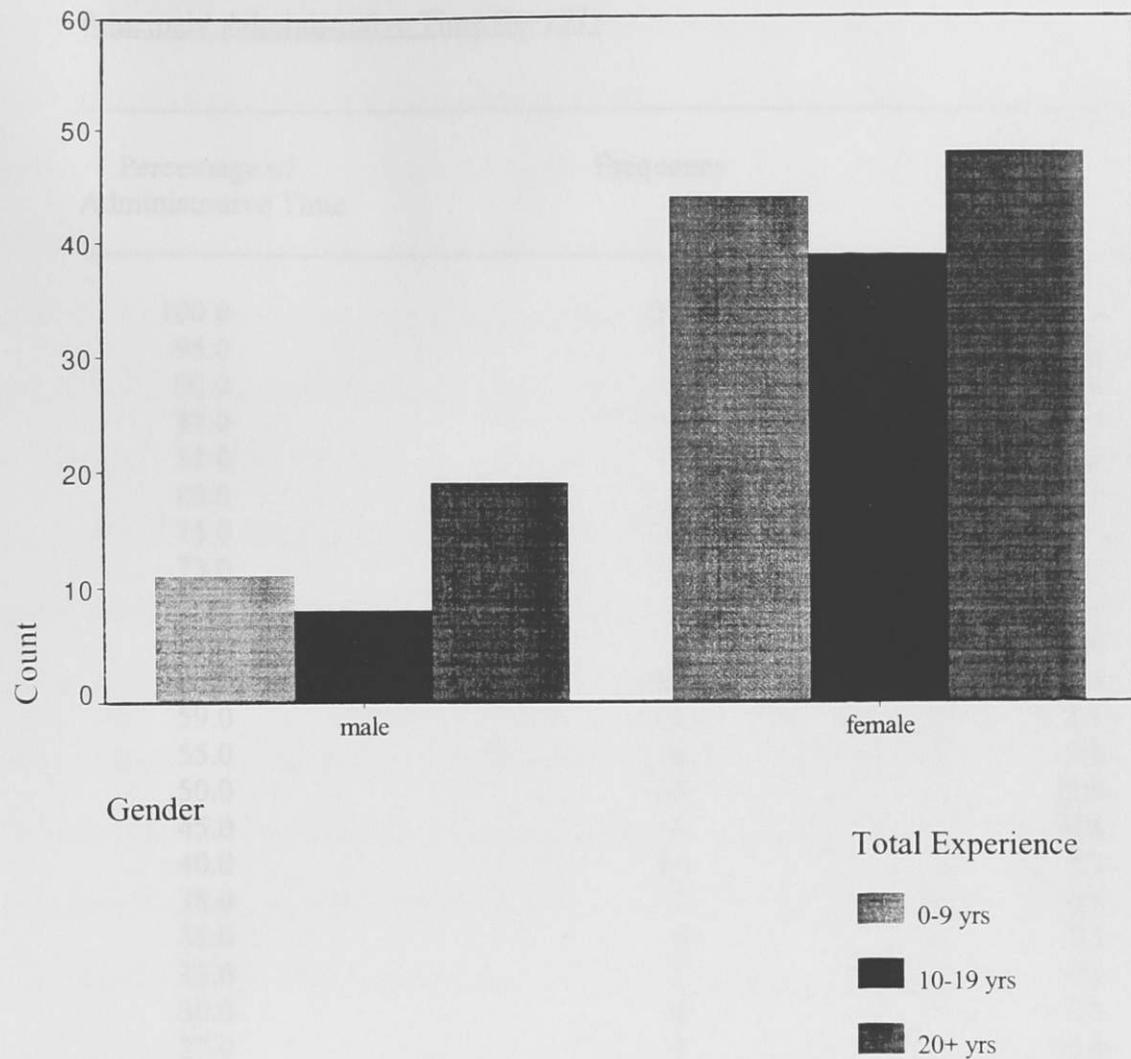


Figure 2. Group Composition for Gender and Total Teaching Experience

surveyed indicated that administrators had 30-59 % administrative time. Table 2 provides additional information regarding administrative time. The four most frequently occurring percentages of administrative times were 50 %, 100 %, 60 %, and 40 % respectively. The range of administrative time was from 0 % to 100 %. Over 74 % of respondents had 50 % or more administrative time.

Table 2

Principals' Administrative Time (N=157)

Percentage of Administrative Time	Frequency	%
100.0	32	20.4
95.0	1	0.6
90.0	6	3.8
85.0	1	0.6
81.0	1	0.6
80.0	2	1.3
75.0	3	1.9
73.0	5	3.2
70.0	4	2.5
68.0	1	0.6
60.0	17	10.8
59.0	3	1.9
55.0	6	3.8
50.0	36	22.9
45.0	1	0.6
40.0	13	8.3
38.0	1	0.6
35.0	4	2.5
33.0	1	0.6
30.0	4	2.5
27.0	1	0.6
25.0	3	1.9
24.0	1	0.6
20.0	4	2.5
15.0	1	0.6
14.3	2	1.3
11.0	1	0.6
00.0	2	1.3

Research Findings

The items analyzed were related to general information about the supervisory process, reactions to supervision approaches, the connections between supervision and professional development, and perceived qualities of an effective supervisor. Data analysis included frequency counts, means, standard deviations, and percentages, to summarize the responses to items from the questionnaires. The items in Part D of the questionnaire were ranked according to order of importance as reflected by the respondents.

T-tests were used to investigate whether an observed difference between the mean scores of two groups on a variable was statistically significant. One-way analysis of variance is a method for dividing the variation observed in experimental data into different parts, with each part assignable to a known factor. When two or more groups have been classified on several independent variables, the procedure can be used to determine whether each factor and the interactions between the factors have a statistically significant effect on the dependent variable. Analysis of variance (ANOVA) was used to test the differences in means between age, years of teaching experience, and percentage of administrative time, with perceptions of quantity and quality of supervision. In all tests the probability level was chosen as .05. Newman Keuls tests determined directionality of the differences.

Additional qualitative data, provided by respondents at the end of the questionnaire, amplified the information found in the quantitative analysis. These data were analyzed and dominant themes were highlighted.

Fifteen research questions are individually addressed in the following five sections: Supervisory Process, Supervision and Professional Development, Outcome, Supervisory Qualities, and Teacher Feelings and Personal Opinions.

Answers to Research Questions

Supervisory Process

Question # 1

To what extent are teachers aware of division board supervision policy?

To determine teachers' perceptions on school division board supervision policy, teachers were asked to respond to a question that allowed them to acknowledge whether they were aware of the contents of the policy (A16) and whether their policy allowed them to choose their type of supervision (A17).

Table 3 summarizes the results. In general, teachers were aware of their division board supervision policy. The mean score was 3.0 on the Likert scale, indicating that on average teachers agreed that they were aware of the policy. Less than one-third of the respondents were either not aware or partly aware of board policy.

An ANOVA was conducted to determine the extent to which a significant difference existed between the amount of total teaching experience and teachers' awareness of board supervision policy. Table 4 summarizes the results indicating that the difference was significant at .0032. A Newman-Keuls test determined the directionality of the mean (see Table 4). Group 2 (10-19 years total teaching experience) and group 3 (20+ years total teaching experience) were significantly different from group 1 (0-9 years total teaching experience). Least experienced teachers indicated an awareness of policy different from experienced teachers.

Table 3

Awareness of Board Supervision Policy

I am aware of the contents
of my division board's
supervision policy.

	Frequency	(%)
(0) Strongly Disagree	21	11.5
(1) Moderately Disagree	20	11.0
(2) Slightly Disagree	17	9.3
(3) Moderately Agree	35	19.2
(4) Agree	50	27.5
(5) Strongly Agree	39	21.4
Total	182	99.9

Mean 3.0 S D 1.6

My division policy allows
me to choose my type of
supervision.

	Frequency	(%)
(0) Strongly Disagree	54	31.8
(1) Moderately Disagree	34	20.0
(2) Slightly Disagree	14	8.2
(3) Moderately Agree	30	17.6
(4) Agree	25	14.7
(5) Strongly Agree	13	7.6
Total	170	99.9*

Mean 1.9 S D 1.7

*Percentages in tables may not total 100 due to rounding.

Table 4

ANOVA for Awareness of Board Supervision Policy vs. Total Teaching Experience

Source	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>F* Probability</u>
<u>Total Teaching Experience</u>				
Between Groups	2	15.4745	5.9297	.0032
Within Groups	175	2.6097		
Total	177			

Student-Newman-Keuls Test

Group	Mean	Significant Difference(*)
0-9 years	2.4386	
10-19 years	3.2917	*
20+ years	3.3562	*

*p < 0.05

When asked if they were able to choose type of supervision, 60.0 % indicated some type of disagreement, meaning that they could not choose their type of supervision (see Table 3). The mean score was 1.9, falling between "slightly disagree" and "moderately disagree". Only 7.6 % of the teachers "strongly agreed" that the policy allowed them choice in the type of supervision.

Question # 2

What is the amount of supervision experienced by teachers?

Teachers were asked how often they were formally supervised (A5). Choices were given ranging from "0 times per year" to "5 or more times per year". Table 5 displays the results. Over 66 % of the teachers averaged one or less than one supervisory visit per year. Twenty-three teachers, or 12.6 % of the population, received no supervision in the past year. The average total year's experience for teachers who had not received supervision was 20.5 years. Of those receiving no supervision, two respondents were non-tenured, and one was a first year teacher.

Table 5 also summarizes the number of teachers involved in observing colleagues teaching (A6). One hundred six teachers (58.5 %) responded that they had observed a fellow colleague teaching "0 times per year".

Question # 3

Are there differences in perceptions of quality and quantity of supervision based on 1) gender, 2) age, 3) teaching experience, and 4) the amount of administrative time?

A t-test was completed to determine whether an observed difference between gender and quantity and quality of supervision was statistically significant. The differences were significant for both quantity and quality of supervision. Females were

Table 5

Frequency of Supervision

On average I am formally supervised:

	Frequency	(%)
(6) 0 times per year	23	12.6
(5) once in two years	38	20.9
(4) once per year	60	33.0
(3) 2-3 times per year	48	26.4
(2) 3-4 times per year	10	5.5
(1) 5 or more times per year	3	1.6
Total	182	100.0
Mean 4.0	S D 1.2	

On average I observe a colleague teaching:

	Frequency	(%)
(6) 0 times per year	106	58.5
(5) once in two years	13	7.1
(4) once per year	22	12.0
(3) 2-3 times per year	22	12.0
(2) 3-4 times per year	6	3.3
(1) 5 or more times per year	13	7.1
Total	183	100.0
Mean 4.8	S D 1.6	

more satisfied with both the quantity and quality of supervision being received.

A one-way analysis of variance (ANOVA) was conducted to determine the extent to which significant differences existed among the categories of age, teaching experience (in present school and in total), amount of administrative time, and teachers' perceptions of both quantity (see Table 6) and quality (see Table 7) of supervision.

In reviewing the analysis, differences in means existed between 1) age and quality of supervision, and 2) percentage of administrative time and quantity of supervision. Newman-Keuls tests indicate the directionality of the difference. With respect to age and quality of supervision, group 1 (under 25 years) was significantly different from groups 3 (36-45 years), 4 (46+ years) and 2 (26-35 years). For percentage of administrative time and quantity of supervision, groups 3 (60-89 % administrative time), 2 (30-59 % administrative time), and 4 (90+ % administrative time) were significantly different from group 1 (0-29 % administrative time).

Question # 4

What do teachers perceive as adequate supervision for different categories of teachers?

Teachers were asked to describe their perceptions on what they considered the optimum amount of supervision required for non-tenured teachers, tenured teachers, and teachers experiencing difficulty (A7, A8, A9). Table 8 summarizes the data.

Approximately 97 % of teachers believed that non-tenured teachers should receive supervision at least "2-3" times per year", emphasizing the importance of supervising inexperienced teachers. Over 60 % of teachers thought that tenured teachers should be supervised "once per year" or less. Approximately 90 % of teachers felt that colleagues

Table 6

ANOVA for Quantity of Supervision vs. Age, Experience, and Administrative Time

Source	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>F* Probability</u>
<u>Age</u>				
Between Groups	3	1.9325	1.1376	.3353
Within Groups	181	1.6987		
Total	184			
<u>Teaching Experience (in present school)</u>				
Between Groups	2	.8376	.4871	.6152
Within Groups	181	1.7197		
Total	183			
<u>Total Teaching Experience</u>				
Between Groups	2	1.0599	.6083	.5454
Within Groups	178	1.7423		
Total	180			
<u>Administrative Time</u>				
Between Groups	3	9.4921	6.1002	.0006*
Within Groups	153	1.5560		
Total	156			

*p<.05

Table 7

ANOVA for Quality of Supervision vs. Age, Experience, and Administrative Time

Source	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>F* Probability</u>
<u>Age</u>				
Between Groups	3	5.2210	2.8433	.0392*
Within Groups	181	1.8362		
Total	184			
<u>Teaching Experience (in present school)</u>				
Between Groups	2	5.0556	2.7098	.0693
Within Groups	181	1.8657		
Total	183			
<u>Total Teaching Experience</u>				
Between Groups	2	2.1274	1.1115	.3313
Within Groups	178	1.9140		
Total	180			
<u>Administrative Time</u>				
Between Groups	3	3.9164	2.0569	.1083
Within Groups	153	1.9040		
Total	156			

*p<.05

Table 8

Teacher Recommended Frequency of Supervision

	Frequency	(%)
<u>In my opinion a non-tenured teacher should be supervised:</u>		
(1) 5 or more times per year	28	15.1
(2) 3-4 times per year	68	37.8
(3) 2-3 times per year	81	43.8
(4) once per year	5	2.7
(5) once in two years	1	0.5
Total	185	100.0
Mean 2.4	S D 0.8	
<u>A tenured teacher should be supervised:</u>		
(1) 5 or more times per year	3	1.6
(2) 3-4 times per year	10	5.5
(3) 2-3 times per year	54	29.5
(4) once per year	64	35.0
(5) once in two years	52	28.4
Total	183	100.0
Mean 3.8	S D 1.0	
<u>A teacher experiencing difficulty should be supervised:</u>		
(1) 5 or more times per year	115	63.2
(2) 3-4 times per year	48	26.4
(3) 2-3 times per year	15	8.2
(4) once per year	3	1.6
(5) once in two years	1	.5
Total	182	99.9
Mean 1.5	S D 0.8	

experiencing difficulty should receive supervision "3-4 times per year" or more. Clearly supervision for those at risk is a priority for teachers.

A t-test was run to determine if a significant difference existed between gender and teachers' perceptions of how tenured, non-tenured, and teachers experiencing difficulty were being supervised. A 2-tail test of significance supported a difference between gender and all three other variables. Females wanted less supervision for non-tenured and tenured teachers, whereas males wanted less supervision for those experiencing difficulty. Analysis of variance was conducted to determine if differences existed between age or teaching experience and teachers' perceptions of how tenured, non-tenured, and teachers experiencing difficulty should be supervised. No statistically significant differences existed for any of the variables.

Question # 5

What do teachers feel is an adequate amount of time spent in the classroom during the supervisory process?

Teachers were asked to choose an approximate length of time a supervisor should spend working with a teacher (A10). Table 9 summarizes the findings. The mean time suggested was 1.6, indicating a choice between "more than one full class period" and "one full class period". Approximately 95 % of those surveyed responded in these two categories. Teachers seem to want supervisors in the classroom to watch at least one complete lesson taught. The fifth descriptive category, "less than one quarter class period", was not considered important to teachers as no data was presented.

Table 9

Desired Length of Supervisory Visit

Length of Visit	Frequency	(%)
(1) more than one full class period	78	42.4
(2) one full class period	97	52.7
(3) one half class period	7	3.8
(4) one quarter class period	2	1.1
(5) less than one quarter class period	0	0.0
Total	184	100.0
Mean 1.6 S D 0.6		

Question # 6

Can all teachers benefit from supervision or should it be reserved for only new teachers or those experiencing difficulty?

Two statements (B2, B3,) in the second section (Reactions To Supervision Approaches) of the questionnaire provided data to answer this question. Teachers were asked to respond on a Likert scale to what extent they agreed or disagreed with the statements that "Every teacher can benefit from supervision", and "Supervision should be reserved for those teachers who are new or experiencing difficulty". Data are displayed in Table 10. Clearly teachers agreed that "Every teacher can benefit from supervision" as the mean was 4.2, indicating "agree". Over 83 % of teachers agreed with the statement to some extent. When asked to respond to the second statement "Supervision should be

Table 10

Supervision for All or New and At-Risk Teachers

Every teacher can benefit from supervision.

	Frequency	(%)
(1) Strongly Disagree	2	1.1
(2) Disagree	6	3.2
(3) Neutral	23	12.4
(4) Agree	78	42.2
(5) Strongly Agree	76	41.1
Total	185	100.0
Mean 4.2	S D 0.9	

Supervision should be reserved for those teachers who are new or experiencing difficulty.

	Frequency	(%)
(1) Strongly Disagree	48	26.1
(2) Disagree	67	36.4
(3) Neutral	20	10.9
(4) Agree	31	16.8
(5) Strongly Agree	18	9.8
Total	184	100.0
Mean 2.5	S D 1.3	

reserved for those teachers who are new or experiencing difficulty", teachers' responses ranged from "strongly disagree" to "strongly agree". Only 26.6 % of teachers agreed with the statement. The mean at 2.5 tends to support that on average, teachers "disagree" or are "neutral" about this statement. Teachers appeared to want supervision for all teachers, as all would benefit.

Question #7

Are beginning teachers receiving adequate supervision?

Statement B7 in Part B of the questionnaire provided data to answer this question. Teachers' opinions varied on this topic as percentages were relatively evenly distributed on the Likert scale (see Table 11). Fifty-six teachers (31.3 %) agreed with the statement "Beginning teachers receive adequate supervision", and 43 teachers (24.0 %) disagreed. Thirty-three teachers (18.4 %) remained neutral. Interestingly, this topic was a common theme when teachers' general opinions were analyzed in the final question of the study (see page 94).

Question # 8

To what extent is supervision viewed as a collaborative process?

To answer this question teachers were required to respond to a statement regarding their degree of involvement in collaborative supervision activities within their school (A14), and also to determine their degree of agreement with three statements from Part B of the questionnaire (B4, B5, B8). These statements included (1) "Supervision should be a collaborative effort between teacher and supervisor", (2) "Supervision should promote professional growth and trust among staff", and (3) "Teachers should be involved in the planning of the supervisory process prior to supervision". All statements

Table 11

Beginning Teachers' Supervision

Beginning teachers receive adequate supervision

	Frequency	(%)
(1) Strongly Disagree	16	8.9
(2) Disagree	43	24.0
(3) Neutral	33	18.4
(4) Agree	56	31.3
(5) Strongly Agree	31	17.3
Total	179	99.9
Mean 3.2	SD 1.2	

referred to the issue of collaboration among teacher, supervisor, and fellow colleagues.

Table 12 outlines the collected data describing teachers' involvement in collaborative activities within their school. Approximately two-thirds of the respondents indicated no collaborative supervision was being implemented in their school at the time of study. Only 13% described being slightly involved. The mean score of 0.9 with a standard deviation of 1.4 shows the extreme lack of peer supervision in rural Saskatchewan elementary schools.

Table 12

Perceived Involvement in Peer Supervision

I am involved in peer (collaborative) supervision activities in my school.

	Frequency	(%)
(0) Not Involved	117	63.2
(1) Slightly Involved	24	13.0
(2) Moderately Involved	13	7.0
(3) Involved	14	7.6
(4) Very Involved	11	5.9
(5) Highly Involved	6	3.2
Total	185	100.0
Mean 0.9	SD 1.4	

Table 13 summarizes the information with respect to the three statements in Part B of the questionnaire. More than 96 % of the teachers surveyed "agreed" or "strongly agreed" with the statement "Supervision should be a collaborative effort between teacher and supervisor". Over 98 % "agreed" or "strongly agreed" that "Supervision should promote professional growth and trust among staff". More than 86 % of the teachers "agreed" or "strongly agreed" that "Teachers should be involved in the planning of the supervisory process prior to supervision. For all three statements, no responses were recorded as "strongly disagree". Evidently teachers place a strong emphasis on the

Table 13

Perceptions Regarding Collaborative Issues

Supervision should be a collaborative effort between teacher and supervisor.

	Frequency	(%)
(1) Strongly Disagree	0	0.0
(2) Disagree	1	0.5
(3) Neutral	5	2.7
(4) Agree	68	36.8
(5) Strongly Agree	111	60.0
Total	185	100.0
Mean 4.6	S D 0.6	

Supervision should promote professional growth and trust among staff.

	Frequency	(%)
(1) Strongly Disagree	0	0.0
(2) Disagree	1	0.6
(3) Neutral	2	1.1
(4) Agree	54	30.0
(5) Strongly Agree	123	68.3
Total	180	100.0
Mean 4.7	S D 0.5	

Table 13 continued:

Perceptions Involving Collaborative Issues

Teachers should be involved in the planning of the supervisory process prior to supervision.

	Frequency	(%)
(1) Strongly Disagree	0	0.0
(2) Disagree	3	1.7
(3) Neutral	21	11.7
(4) Agree	72	40.2
(5) Strongly Agree	83	46.4
Total	179	100.0
Mean 4.3	S D 0.7	

collaborative aspect of the supervisory process.

Question # 9

To what extent is supervision viewed as individualized?

Glickman (1981) is an advocate of the belief that no one supervisory approach can benefit all teachers, and therefore supervision must be a individualized process.

Teachers in this study were asked to respond to a statement (A15), which determined the degree to which current supervisory practices were meeting their individual needs. Table 14 outlines relevant data. Teachers generally agreed that supervision is meeting their individualized needs. The mean score for question A15 was 3.6, which lies between

Table 14

Supervision Meets Individual Needs

The supervision I receive meets my individual needs.

	Frequency	(%)
(0) Strongly Disagree	7	3.8
(1) Moderately Disagree	9	4.9
(2) Slightly Disagree	15	8.1
(3) Moderately Agree	44	23.8
(4) Agree	50	27.0
(5) Strongly Agree	60	32.4
Total	185	100.0
Mean 3.6	S D 1.6	

"agree" and "moderately agree". Approximately 32 % of the teachers "strongly agreed" with the statement.

Three statements in Part B of the question (B6, B9, B10) referred to some aspect of supervision related to teachers' individual needs. The three statements included: (1) "Supervisory choices should be available to teachers in each school", (2) "Supervisory practices should not consider the developmental stages of individual teachers", and (3) "Supervision should not focus on the needs of the teacher". Important to note is that statements 2 and 3 were written in negative form. The data are presented in Table 15.

Table 15

Perceptions Regarding Individualization and Choice

Supervisory choices should be available
to teachers in each school.

	Frequency	(%)
(1) Strongly Disagree	0	0.0
(2) Disagree	3	1.7
(3) Neutral	18	10.1
(4) Agree	77	43.0
(5) Strongly Agree	81	45.3
Total	179	100.1
Mean 4.3	S D 0.7	

Supervisory practices should not consider the
developmental stages of individual teachers.

	Frequency	(%)
(1) Strongly Disagree	61	34.1
(2) Disagree	65	36.3
(3) Neutral	28	15.6
(4) Agree	16	8.9
(5) Strongly Agree	9	5.0
Total	179	99.9
Mean 3.9	S D 1.1 .	

Table 15 continued:

Perceptions Regarding Individualization and Choice

Supervision should not focus on the needs of the teacher.

	Frequency	(%)
(1) Strongly Disagree	81	45.3
(2) Disagree	52	29.1
(3) Neutral	21	11.7
(4) Agree	19	10.6
(5) Strongly Agree	6	3.4
Total	179	100.1
Mean 4.0	S D 1.1	

Data collected from responses to B6 strongly supported the statement "Supervisory choices should be available to teachers in each school". One hundred fifty-eight teachers "agreed" or "strongly agreed". Teachers strongly supported the rejection of the negative statement that reads, "Supervisory practices should not consider the developmental stages of individual teachers". Over two-thirds of the respondents "disagreed" or "strongly disagreed". The third statement can also be rejected as over 74% disagreed or strongly disagreed with "Supervision should not focus on the needs of the teacher". An individualized approach to supervision is highly valued by teachers.

Supervision and Professional Development

Question #1

To what extent do teachers perceive a connection between supervision and professional development?

The review of literature supports a connection between supervision and professional development. Part C of the study elicited responses from teachers to determine their perceptions regarding supervision and professional development. Teachers were asked to supply data on three statements: (1) "There is a clear connection between supervision and professional development", (2) "Teachers participate in professional development activities as a result of supervision", and (3) "Supervision contributes to the professional development of teachers". In describing the responses to the initial statement (C1), Table 16 shows a marginal perceived connection between supervision and professional development. Responses to the second statement (C3) indicated that teachers felt the majority of teachers do not participate in professional development activities as a result of supervision. In fact, 113 teachers (62.8 %) disagreed with (C3) to some degree. Only 25 teachers (13.9 %) agreed with the statement. Data from the third statement (C5) shows that over 41 % of teachers believed that supervision contributes to the professional development of teachers. In fact, the mean indicates that the majority of teachers were neutral in their response, or did indeed agree with the statement.

Table 16

Perceived Connection Between Supervision and Professional Development

There is a clear connection between supervision and professional development.

	Frequency	(%)
(1) Strongly Disagree	12	6.7
(2) Disagree	40	22.3
(3) Neutral	40	22.3
(4) Agree	65	36.3
(5) Strongly Agree	22	12.3
Total	179	99.9
Mean 3.3	S D 1.1	

Teachers participate in professional development activities as a result of supervision.

	Frequency	(%)
(1) Strongly Disagree	31	17.2
(2) Disagree	82	45.6
(3) Neutral	42	23.3
(4) Agree	22	12.2
(5) Strongly Agree	3	1.7
Total	180	100.0
Mean 2.4	S D 1.0	

Table 16 continued:

Perceived Connection Between Supervision and Professional Development.

Supervision contributes to the professional development of teachers.

	Frequency	(%)
(1) Strongly Disagree	4	2.2
(2) Disagree	21	11.4
(3) Neutral	56	30.4
(4) Agree	77	41.8
(5) Strongly Agree	26	14.1
Total	184	99.9
Mean 3.5	S D 1.0	

Question # 2

Who do teachers believe should choose professional development activities?

This question was answered by analyzing the responses to three statements in Part C of the questionnaire. The statements included: (1) "Supervisors have the knowledge and ability to select professional development activities for staff", (2) "Choice of professional development activities should collectively include all staff members", and (3) "Professional development opportunities should be chosen by the teacher". The data are displayed in Table 17.

Teachers seemed to have little confidence that their supervisors have the knowledge or ability to choose professional development activities for staff. Over 55 %

Table 17

Choice of Supervisory Activities

Supervisors have the knowledge and ability to select professional development activities for staff.

	Frequency	(%)
(1) Strongly Disagree	27	15.0
(2) Disagree	72	40.0
(3) Neutral	42	23.3
(4) Agree	35	19.4
(5) Strongly Agree	4	2.2
Total	180	99.9
Mean 2.5	S D 1.0	

Choice of professional development activities should collectively include all staff members.

	Frequency	(%)
(1) Strongly Disagree	8	4.4
(2) Disagree	12	6.7
(3) Neutral	33	18.3
(4) Agree	70	38.9
(5) Strongly Agree	57	31.7
Total	180	100.0
Mean 3.9	S D 1.1	

Table 17 continued:

Choice of Supervisory Activities

Professional development opportunities should be chosen by the teacher.

	Frequency	(%)
(1) Strongly Disagree	1	0.5
(2) Disagree	1	0.5
(3) Neutral	10	5.4
(4) Agree	96	52.2
(5) Strongly Agree	76	41.3
Total	184	99.9
Mean 4.3	S D 0.7	

of those surveyed disagreed with the statement. This may be attributed to the fact that teachers tend to view the process as a collaborative effort between teacher and supervisor. This statement might seem to imply a hierarchical decision by administration. C2 confirmed teachers' support for group decision making as 70.6 % of teachers surveyed "agreed" or "strongly agreed" with the statement "Choice of professional development activities should collectively include all staff members". In fact, teachers wanted to independently choose their professional development opportunities as indicated by the strong responses of agreement (93.5 %) to the third statement in Table 17.

Outcome

Question # 1

Do teachers believe that their teaching improved as a result of supervision?

If the ultimate goal of the supervisory process is to improve instruction, as is outlined in the conceptual framework presented earlier in the literature review (see page 36), then we must ask teachers if this is actually occurring. Question C7 of the survey allowed teachers to respond to what degree they believed that their classroom instruction had improved as a result of supervision. To accommodate those teachers who had received no supervision in the recent past, a space was provided for comments. Table 18 summarizes the numerical data, and a selection of quotes describes non-supervised teachers' opinions.

The mean score for this scale was 2.5. As the researcher determined labels, it became obvious that a difficulty existed in putting descriptive terms with the numerical values. Results tended to support an improvement in instruction as a result of supervision. Category 3, which is described as "improvement" received the largest number of responses, at 68.

Twelve respondents did not complete the Likert scale. Of those twelve responses, five teachers indicated they had not received any recent supervision, and one teacher expressed that she had received no formal in-class observation, but was involved in a self-development program. The following quotes describe their thoughts.

"I have not been supervised for six years."

"As a first year teacher, I have had virtually little/no experience as a teacher and therefore have not had the opportunity for supervision."

Table 18

Impact of Supervision on Improved Instruction

My classroom instruction has improved as a result of supervision.

	Frequency	(%)
(0) No Improvement	9	5.2
(1) Small Improvement	34	19.7
(2) Moderate Improvement	25	14.5
(3) Improvement	68	39.3
(4) Significant Improvement	32	18.5
(5) Great Improvement	5	2.9
Total	173	100.1
Mean 2.5	S D 1.2	

"I have been employed at this school for one and one half years, and no one has supervised me."

"During the last five years I have not received any classroom supervision, but I have completed PDP (Professional Development Plan) reports which entail the completion of forms, and meeting with my principal. The objective is for me to outline areas of development and devise strategies to reach my chosen goals for the year. We have three meetings per year. There are also "follow-up" meetings to check my progress and establish new objectives based on my success in reaching established goals."

Supervisory Qualities

Question # 1

What do teachers perceive as effective supervisory qualities?

Teachers were provided with a list of statements about qualities of an effective supervisor in Part D of the questionnaire. They were asked to express their level of agreement with each. Seventeen of the 19 characteristics were strongly favoured. Only two of the characteristics received a mean score of less than 3. They were statements referring to the supervisor's ability to "help the teacher to plan units and lessons", and "determine teachers' areas for professional development". One teacher commented in the final section of the survey that "supervisors are often not trained in my area, and can offer little support with respect to planning lessons". One might assume that teachers were insecure about individual needs being met if supervisors were to determine areas for professional development.

Table 19 outlines qualities of an effective supervisor in order of preference by respondents. The five most preferred supervisor qualities were: having a knowledge about effective teaching, acquiring training in supervisory techniques, developing a trusting relationship, holding post-conferencing for immediate feedback after supervision, and providing time for reflective discussion following supervision. The five least preferred qualities were: helping teachers plan units and lessons, determining teachers' areas for professional development, providing teachers with a written statement defining job responsibilities, assisting teachers in developing personal growth plans, and assisting teachers in selecting an appropriate supervisory route.

Table 19

Qualities of Effective Supervisors

A supervisor should:			
Rank		Mean	S D
1	have knowledge about effective teaching	4.68	.49
2.5	have training in supervisory techniques	4.60	.57
2.5	establish a trusting relationship with me	4.60	.52
4	hold a post-observation conference with me to give me feedback as soon as possible after my observation visits	4.57	.53
5	provide time for reflective discussion following supervision	4.54	.54
6	respond to the unique concerns and needs of new teachers	4.53	.56
7	spend sufficient time observing me to secure a valid and reliable sample of my teaching behaviour	4.51	.54
8	provide me with a detailed report following supervision	4.39	.69
9	facilitate the mutual exchange of ideas and information between teachers	4.31	.71
10	provide me with the opportunity to visit the classrooms of other teachers in different schools	4.26	.71
11	allow me to choose my own route for professional development	4.17	.80
12	hold a pre-observation conference with me prior to any supervisory/evaluative visit	3.97	.92

Table 19 continued

Qualities of Effective Supervisors

A supervisor should:		Mean	S D
Rank			
13	confer with me about objectives for the lesson to be observed	3.95	.78
14	outline my weaknesses during the supervisory observation	3.89	.89
15	assist me in selecting an appropriate supervisory route	3.80	.85
16	assist me in developing my personal professional growth plan	3.70	.87
17	provide me with a written statement defining my job and detailing my responsibilities	3.62	1.10
18	determine teachers' areas for professional development	2.90	1.11
19	help me to plan units and lessons	2.43	1.00

Teacher Feelings and Personal Opinions

Question # 1

How do teachers feel about the importance of supervision?

One of the assumptions of this study was that teachers believed supervision to be important. The literature review supported this view with the works of Glatthorn (1990), Glickman (1985), Hoy and Forsyth (1986), and others. The data collected in answering this question determined rural Saskatchewan teachers' views on the importance of

supervision. Table 20 tabulates the responses to statements: (A11) "I perceive supervision to be:", and (B1) "I am convinced of the need for supervision".

Responses to A11 ranged from "not important" (1.6 %) to "highly important" (24.3 %). The mean frequency was 3.5, indicating support for the importance of supervision somewhere between "moderately important" and "important". Teachers also believed in the need for supervision. The mean score for B1 was 4.1, with over 80 % responding as "agree" or "strongly agree". Rural Saskatchewan teachers' perceptions concur with those of current theorists.

Question # 2

To what extent are teachers satisfied with the types of supervisory processes being provided?

Glatthorn's (1990) model of "Differentiated Supervision" offers four supervisory choices for teachers: (1) intensive development (clinical), (2) cooperative development (small teams), (3) self-directed development (own progress), and (4) administrative monitoring. Teachers were asked to what extent these processes were meeting their needs and expectations of supervision. They were requested to indicate an appropriate level of effectiveness ranging from "not effective" to "highly effective". A category entitled "not applicable" was available for those teachers not engaging in that particular process. Results are shown in Table 21.

If we consider the mean scores of each of the supervisory processes as indication of teacher' preference, we observe that teachers were most satisfied with "cooperative development" (mean = 4.5), and least satisfied with "administrative monitoring" (mean = 3.8). Teachers ranked "self-directed development" second, with a mean of 4.4, and

Table 20

Importance of Supervision

I perceive supervision to be:

	Frequency	(%)
(1) Not Important	3	1.6
(2) Slightly Important	10	5.4
(3) Moderately Important	19	10.3
(4) Important	51	27.6
(5) Very Important	57	30.8
(6) Highly Important	45	24.3
Total	185	100.0
Mean 3.5	S D 1.2	

I am convinced of the need of supervision.

	Frequency	(%)
(1) Strongly Disagree	3	1.6
(2) Disagree	5	2.7
(3) Neutral	28	15.1
(4) Agree	79	42.7
(5) Strongly Agree	70	37.8
Total	185	99.9
Mean 4.1	S D 0.9	

Table 21

Effectiveness of Supervisory Processes

Which of the following supervisory processes are meeting your supervisory needs?

Clinical Supervision	Frequency	(%)
(1) Not Effective	13	7.3
(2) Slightly Effective	16	9.0
(3) Moderately Effective	26	14.7
(4) Effective	51	28.8
(5) Highly Effective	36	20.3
(6) Not Applicable	35	19.8
Total	177	99.9

Mean 4.1 S D 1.5

Cooperative Development	Frequency	(%)
(1) Not Effective	20	11.5
(2) Slightly Effective	15	8.6
(3) Moderately Effective	6	3.4
(4) Effective	31	17.8
(5) Highly Effective	17	9.8
(6) Not Applicable	85	48.9
Total	174	100.0

Mean 4.5 S D 1.8

Table 21 continued:

Effectiveness of Supervisory Processes

Which of the following supervisory processes are meeting your supervisory needs?

Self-directed Development	Frequency	(%)
(1) Not Effective	2	1.1
(2) Slightly Effective	8	4.5
(3) Moderately Effective	19	10.7
(4) Effective	58	32.6
(5) Highly Effective	72	40.4
(6) Not Applicable	19	10.7
Total	178	100.0
Mean 4.4	SD 1.0	

Administrative Monitoring	Frequency	(%)
(1) Not Effective	12	6.8
(2) Slightly Effective	17	9.6
(3) Moderately Effective	31	17.5
(4) Effective	59	33.3
(5) Highly Effective	45	25.4
(6) Not Applicable	13	7.3
Total	177	99.9
Mean 3.8	SD 1.3	

"clinical supervision" third, with a mean of 4.1. For "cooperative", "self-directed", and "clinical" processes all means ranked between "effective" and "highly effective".

Although "cooperative development" ranked as teachers' first choice for a supervisory process, one must note that 85 respondents stated that this process was not applicable.

Total number of responses ranged from 89 for "cooperative development", 142 for "clinical supervision", 159 for "self-directed development", to 164 for "administrative monitoring".

Question # 3

To what extent are teachers satisfied with the quality and quantity of supervision being provided?

To determine an overall picture of rural teachers' perceptions of supervision, statements A12 and A13 in Part A of the questionnaire provided data on the quality and quantity of supervision provided in rural schools. Table 22 shows the frequencies and percentages for the data. Interestingly, the means for both statements were very close. A greater proportion of teachers were satisfied with the quality and quantity of supervision presently being received. In fact, 53 teachers were "highly satisfied" with amount of supervision being provided, and 46 teachers were "highly satisfied" with the quality of supervision. The three highest percentages for both statements were in the range of "satisfied" to "highly satisfied". Very small percentages of teachers were not satisfied with their supervision.

Table 22

Quantity and Quality of Supervision

I am satisfied with the amount of supervision being provided in this school.		
	Frequency	(%)
(0) Not Satisfied	5	2.7
(1) Slightly Satisfied	10	5.4
(2) Moderately Satisfied	21	11.4
(3) Satisfied	40	21.6
(4) Very Satisfied	56	30.3
(5) Highly Satisfied	53	28.6
Total	185	100.0
Mean 3.6	S D 1.3	

I am satisfied with the quality of supervision being provided in this school.		
	Frequency	(%)
(0) Not Satisfied	8	4.3
(1) Slightly Satisfied	13	7.0
(2) Moderately Satisfied	18	9.7
(3) Satisfied	38	20.5
(4) Very Satisfied	62	33.5
(5) Highly Satisfied	46	24.9
Total	185	100.0
Mean 3.5	S D 1.4	

Question # 4

In general, how do teachers feel about the supervisory process?

At the conclusion of the questionnaire, teachers were offered the opportunity to openly discuss any issues regarding the topic of supervision that were of interest to them individually. They were asked to comment on the following: (1) "In general, how do you feel about the current supervisory practices used in your school?", and (2) "If you have any additional comments on the supervisory process, please include them".

From 185 teacher questionnaires, 163 teachers provided comments. One hundred sixteen teachers (62.7 %) found current supervisory practices satisfactory. Forty-seven teachers (25.4 %) expressed dissatisfaction. Calculations of total years teaching experience revealed that satisfied teachers had taught an average of 14.6 years. Dissatisfied teachers had taught approximately 17.0 years. Those who reserved comment had average total years teaching experience of 14.5 years. Clearly more experienced teachers were less satisfied with current supervisory practices.

Ten themes or topics became evident as comments were analyzed. These themes, listed in order from greatest to least frequency of occurrence, included: (1) a trusting supervisor and supervisory environment, (2) time, (3) training, (4) peer supervision, (5) conferencing, (6) supervision of new and at-risk teachers, (7) professional development plans, (8) formal and informal supervisory visits, (9) new policy creation and implementation, and (10) teacher choice in the supervisory process.

The following is a selection of quotations, arranged by topic, which provide an indication of how some participants felt.

A Trusting Supervisor and Supervisory Environment

Satisfied teachers stated:

"I feel very comfortable approaching and discussing professional deficiencies with our supervisor."

"The principal in our school has a very trusting rapport with our teachers."

"I feel my principal provides fair and reasonable supervision which allows for my input."

"Our doors are always open to friendly visits from other teachers, principals and parents. I feel we have an accepting, caring, and loving school environment."

"There is an open atmosphere. If I have any problems I am able to go to my principal for techniques, professional development workshops, etc."

"As a first year teacher I am comfortable with being observed because it has happened so much. Many teachers who have had more experience seem to become nervous when supervision is mentioned."

"Our supervision is good because of the open communication between the supervisor and the teacher."

"A working relationship between the teacher and principal is of the highest quality in our school and therefore supervision meets my needs."

"I am quite content with my supervision. I have a very comfortable and trusting relationship with my principal."

"A trusting, positive relationship."

"It's very important to trust your supervisor so that you're comfortable when things aren't going quite so well in your classroom."

"Teachers should feel very comfortable having principals, superintendents, etc. coming into their rooms at any time-even unannounced. When our principal comes in he is very thorough, fair, and positive."

"Supervision is non-threatening and I'm the initiator. That's very important to me."

"My supervisor helps us whenever we have a question or problem. Our relationship is great. We respect each other and work as a "family"."

Dissatisfied teachers said:

"Teachers should not have to be afraid to have the principal or director come in for supervision."

"Teachers should be able to trust and respect their supervisor. Then everyone could benefit from supervision."

Teachers clearly expressed the need for the establishment of a trusting relationship between teachers and principals. Effective supervisors were viewed as approachable, fair, reasonable, accepting, comfortable, open, trustworthy, and positive. Teachers wanted a comfort zone where they could approach their principal with concerns. Dissatisfied teachers wanted a working relationship that existed without fear.

Time

Satisfied teachers stated:

"I am satisfied with the supervision I am receiving but teachers don't have a lot of time for the pre- and post-conferencing that really needs to be done."

"Peer work is very valuable but teachers need more time to do it effectively."

"Time is the significant factor to accomplish the "entire" process. Yet administrators need to have some prep time for themselves too."

"We do the best we can do with the time we have."

"It seems to me that a lot of time goes into this. Sometimes I wonder if all the conferencing is necessary."

Dissatisfied teachers said:

"My administrator doesn't have the time to give me the proper feedback that I need after supervision."

"Our current supervision policy has not been effective or active. I don't think the administrators or directors have enough time."

"The principal teaches himself and has no time for supervision."

"There is no supervision in our division. Our principal does not have enough time, and it does not seem to be a priority for the director. It's frustrating when you may lose your job to cutbacks, but you have no file built up as a reference."

"It's frustrating! Sometimes the principal gets busy or interruptions occur and he can't get into our classrooms. There is no time for feedback unless you run after him to find out what you need to know."

"Principals are being asked to do more with less administrative time. Deadlines are seldom kept. Little time is given for pre- and post- conferencing. This has not been a positive experience."

"More time = more money. I don't see it changing much!"

"It's simply too difficult for administrators to find the time to do adequate supervision."

"No time for discussion is given after the supervision unless it is initiated by the teacher. There is room for improvement there for sure."

"The BIG problem is time- to supervise, to conference, observe! Who's got the time? Most of us are scrambling to meet the current demands of the job! Time for pre-conference, post-conference, and consultation assumes that the teacher has some unassigned time, and that both teacher and supervisor have extra time after school!"

"This is a very time consuming process and it is difficult for supervisors to observe teachers yearly, especially in large schools."

"I am on a large staff and do understand how difficult it is to find time to rotate through staff supervision."

Clearly, teachers viewed time as a significant factor attributing to the successful implementation of supervision regardless of the type of supervision being used. Teachers believed that administrators do not have the time needed to administer all stages of the supervisory process. If conferencing is not completed, then teacher reflection and growth may not be occurring.

Training

Satisfied teachers stated:

"Our current principal does not have a lot of supervisory training or experience, but she has chosen to come in on an informal basis. This has worked well. We are developing a good relationship between teachers and supervisor...I also feel that it is important that teachers have someone with more experience to work with them in the supervisory process."

"As a teacher I was asked what I wanted to do for my own supervision. This made it difficult for me because I had no training in supervision."

"I feel that a trained principal is the right person to do supervision."

"I feel the supervisors are quite knowledgeable, but that they should be in the classrooms more often so that they can be up to date."

"I strongly feel that administrators need to be aware of classroom dynamics. Training for administration for supervising should be the number one priority for divisions."

"I feel in order to supervise someone who is teaching, you must have some current teaching experience. Supervisors should be in touch with the classroom."

"Supervisors do not have the experience of classroom teaching necessary for effective evaluating."

Dissatisfied teachers said:

"Essentially our supervisor has no training in supervisory methods."

"I am at the stage in my career when I'm a little cynical about supervision. Supervisor would be more effective if they spent more time teaching."

"I think all teachers would love to know who supervises the supervisors? Too many administrators lack the proper qualifications for the positions they hold. I think that boards and directors should really be focussed on carefully choosing properly trained administrators."

"We need more trained supervisors so we know what we're doing!"

"I believe that those doing the supervision should be trained for this purpose. As it now stands, I don't believe any of our people are trained. I do not want a newly trained or poorly trained individual supervising me."

"I find it difficult to have principals supervise me whose specialization/ area of expertise does not adequately prep them to give effective and realistic feedback or suggestions."

"Supervisors should know about teaching. An administrator who has 100% administrative time, and has not been in a classroom for ten years, might have difficulty helping a teacher in need."

"Administrators are out of touch with what happens in the classroom and do not know how to offer workable solutions."

Teachers believed that principals who understood supervisory methods were better able to effectively supervise. They felt that not only should formal training on supervisory theory and technique be provided to principals, but that they should maintain close contact with the classroom as teachers themselves. Supervisors should remain "in touch" in order to offer viable suggestions that would lead to teacher growth.

Peer Supervision

Satisfied teachers stated:

"I would like to observe other teachers more, but I'm not sure how to go about it- who to choose to watch, what to watch. It could develop into a popularity contest."

"Peer supervision is o.k., but because of the hectic shortage of time, it is difficult to plan and arrange. As a result it is not all that beneficial in reality. If you are working with a peer, time should be spent on planning, getting new ideas, resources, etc."

"Peer supervision is of the greatest benefit because you exchange ideas and are able to grow rather than merely teach a good lesson for a principal's visit. A peer better understands your objectives and classroom situation."

"Peer teaching and peer coaching are the most effective evaluation and professional development techniques. I truly enjoy the rapport and trusting relationship that my partner and I have developed. Instead of using teaching strategies that I know I can "ace", I use strategies that I feel are weak. The feedback between us is great! And believe it or not, my supervisor is my principal! I am also presently team teaching with a first year teacher. I have the experience and he has the new and innovative techniques that are super. We are teaching 34 grade one students. The demands on our time have been tremendous, but the rewards have been wonderful!"

"We've tried to get the peer partner idea rolling, but I do not think much came of it, generally."

"I would really like to be involved in peer supervision."

Dissatisfied teachers said:

"I would get more out of working with someone from the same grade and getting feedback that way."

"Peer supervision would be much more effective and meaningful."

"I feel that collaborative supervision might help improve supervision practices in larger schools. Teachers could work together and free up more administrative time."

"We have no team or colleague supervision in our school!"

Peer supervision was perceived as a viable option for teachers. Teachers expressed the benefits of working with fellow colleagues and sharing ideas. They supported the need for a better understanding of the basic philosophy of peer supervision; especially with respect to how the process would work for them.

Conferencing

Satisfied teachers stated:

"Each teacher gets a visit two to three times per year with pre- and post-conferencing that includes written and verbal feedback."

"Supervision is limited, but we have very good conferencing before and after."

"We have a new principal and I have appreciated the opportunity to meet with her before and after her visits to discuss what needs to be improved."

"Supervision is excellent. We get a roaming sub to cover during post-conferencing. This is a good way to have adequate time without feeling rushed. A positive thing about supervision!"

"Conferences before and after with written comments are well done."

"Positive, teacher-directed conferencing. I select the topic of discussion."

Dissatisfied teachers said:

"Sometimes when I'm observed there is no feedback, be it positive or constructive criticism."

"There are no post-conferences at all anymore!"

"Following supervision there has been very little discussion, if any. There will be some positive changes happening in the near future as a committee has been created to study supervision."

Conferencing was viewed as an important aspect of the supervisory process. Pre- and post-conferencing was valuable when correctly implemented. The discussion and written feedback following supervision was crucial to determining areas for improvement.

Supervision of New and At-Risk Teachers

Satisfied teachers stated:

"I feel there should be more supervision and direction given to new teachers and to teachers who are having difficulty."

"New teachers need a lot of supervision. We are seeing some young teachers who are struggling with discipline and control of their classrooms. They need some assistance."

"As a non-tenured teacher I have never been formally supervised. When it comes to references on a resume I find that it is difficult for the administrator to positively comment on my ability when he has never seen me."

"More assistance should be given to first time teachers, and less to established ones."

"I believe that new teachers should be observed lots. I am a new teacher and my principal has never observed me. I feel that I would like to have some feedback from him."

"I feel that my school division needs to spend more time on preventative type supervision (helping new teachers experiencing difficulty). Often teachers with great problems become tenured. Then 5-10 years down the road the teacher is found to be experiencing difficulties and is then observed to "death" with no real constructive feedback."

"Beginning teachers can benefit from constructive and helpful supervision."

"I was recently involved in planning policy in which emphasis was placed on providing support systems for teachers experiencing difficulty."

"Supervision of new teachers should be done more frequently and for lengthier periods."

Dissatisfied teachers said:

"I think we need to weed out the "borderline" and "at-risk" teachers. We don't tolerate these in other professions so why have teachers who are not going to be strong!"

"Although I feel some teachers, especially inexperienced teachers, need the support and feedback of supervision, all of us could use some well constructed feedback!"

"Supervision should take place with newer teachers and one having problems."

"Too often new teachers are made to sink or swim on their own. I feel it is an administrator's job to get in the classroom and help them with their problems."

"Supervision should not be reserved for only new teachers. New teachers need help with management techniques and strategies to use with parents and children, but there are lots of older teachers who have many of the same problems. Some have become apathetic and resentful of all the current changes in education. If supervisory practices focus on the developmental stages of teachers then some of these concerns could be dealt with."

"In our school it appears that only the new teachers and teachers experiencing difficulty are supervised. It appears to be more of a reactive procedure, rather than a pro-active one."

"Teachers who are experiencing trouble seem to be observed to the point where they leave instead of really getting the help they need."

Both satisfied and dissatisfied teachers strongly believed in the need for extensive and intensive supervision for both new teachers and those experiencing difficulty. They noted that the quantity and quality of supervision should be increased for teachers at risk. Supervision for new and non-tenured teachers should result in a detailed description of

teaching ability and a reference for future use. The supervisor should provide support and guidance for teachers needing extra help.

Professional Development Plans

Satisfied teachers stated:

"Few people view supervision as a stepping stone to professional development. Many teachers see supervision as teacher-destructive. I believe that teachers won't use identified weaknesses to determine professional development because they fear administration will view this as confirmation of professional inadequacy."

"Our principal asks each teacher to write out his/her own professional development objectives. In a meeting we discuss how teachers can achieve these goals. Towards the end of the school year we are going to meet again to discuss how they have been met."

"Very innovative! We do our own professional growth plan at the start of each year and detail our steps or progress. Everyone should try it- it's great!"

"At our school supervision is an important part of our professional development."

"We are funded to attend one professional development conference of our choice per year. As well, a P.D. committee within our division plans inservice-every staff is surveyed for input. The last few years have been dedicated to implementing the many new curriculums."

"We are establishing a policy that focuses on teacher self-directive professional development. I enjoy using the PDP (Professional Development Plan) rather than being officially supervised every year. I like to be able to choose my plan of action to meet my chosen goals. I love the "follow-up" idea because I must therefore ensure that I do follow up on the objectives that I have established. I now have an excellent collection of records to demonstrate my professional growth throughout the past years of teaching, which I can place in a Professional Portfolio. I feel I know when a lesson goes well, and when modifications need to be made. I don't need formal supervision to tell me that."

"I have a fantastic teacher as my mentor who helps me to grow professionally each year. I also feel that motivational speakers can do far more for a teacher's perspective and growth than one period of supervision by an administrator. Personal choices for professional development are important. Good teachers continue to grow and change because they want to, not because a supervisor said they should."

"Individual growth plans are superior to the "old-fashioned" supervisory techniques (observation) for experienced teachers."

Dissatisfied teachers said:

"Effective supervision with experienced teachers requires a different approach. Definitely tying supervision to professional development is the most effective way of producing growth and change in instruction. This is assuming that the experienced teacher is not having difficulties in the classroom."

"Interactions with colleagues and continuous self-evaluation lead me to make appropriate, useful choices for my professional development. Someone who observes me twice a year is not in a position to do so. Curriculum mandated inservice should not be considered professional development in the same light as choices I make to enhance my professionalism and teaching style. I feel strongly that school divisions have undermined the professionalism of teachers by interfering with professional development selections."

"I find professional development and supervision having very little carry-over. Most people in my profession pick something on a convention day because they are inquisitive about the topic, not because it improves the teacher in the classroom!"

Where carefully planned, teachers viewed professional growth plans as beneficial and meeting their individual needs. They felt that professional development plans should be planned and designed by the teacher, and that follow-up must occur to ensure that professional objectives were being realized.

Formal and Informal Supervisory Visits

Satisfied teachers stated:

"I like formal and informal (just drop in and help with daily activities) visits."

"I feel my principal knows the quality of my teaching without formally supervising me. He keeps in touch by speaking individually to all staff members and just stopping in my classroom."

"I don't think that supervision after 20 years of teaching should be formal, rather it should focus on informal sharing of ideas."

"Our principal has plenty of casual, non-threatening meetings with teachers. Principals who feel that they must have intense, formal supervisory sessions show arrogance and mistrust, and set up an unhealthy situation. I've been there."

"I appreciate being observed by someone who has built a trusting relationship with me-someone who has more informal contact and concern, rather than just formal observation and evaluation."

"I am happy with my situation. Our principal will come on a number of occasions on an informal basis."

"Our principal does a good job, but I would like more informal visits."

Dissatisfied teachers said:

"The formal observation is not able to assess the day to day operation of the teacher and classroom. They should be interspersed with pre-arranged drop-in sessions to discuss general aspects of teacher performance. Formal and informal visits should combine for a comprehensive evaluation."

Teachers seemed to desire a combination of both formal and informal visits. The informal visit gave the teacher a sense of rapport with the supervisor and offered opportunity for insight into daily activities in the classroom. In general, teachers seemed to want more informal visits included in the supervisory cycle.

New Policy Creation and Implementation

Satisfied teachers stated:

"I believe the current policy will be effective as long the director remains committed to fulfilling the requirements. Previous directors have not done so. Prior to this, our teachers were feeling very frustrated that policy was not being accurately implemented."

"Our policy is great. We are able to choose our own tracks for supervision. Only non-tenured teachers and teachers in trouble have no choice."

"We are implementing a new supervision policy and this has been its first year. So I don't have many comments yet."

"As a member of the Supervision and Evaluation Committee, I had an opportunity to express my concerns in this area, and play a very active role in establishing a policy that focussed on the teacher."

"Our division has a committee in place that is currently looking at the supervision/evaluation policy."

Dissatisfied teachers said:

"Things are improving with our new supervision policy."

"At present supervision in our school is practically non-existent. Hopefully this will change with our new supervision policy."

"Hopefully the new policy will improve things. Right now there is nothing!"

"A committee made up of the director, teachers and two principals was organized in the fall of 1996. A new policy regarding teacher supervision in our division should be completed by June of this year."

New supervision policies appear to be in the process of being implemented in some rural Saskatchewan school divisions. Teachers surveyed saw the opportunity for improved supervision with the creation of new policy. They hoped that a consistent, long-term implementation of the policy would be undertaken. They also valued teacher input in policy development.

Teacher Choice in the Supervisory Process

Satisfied teachers stated:

"I am pleased with our policy on supervision. The teachers in our division felt "director" supervision was not helpful in promoting professional development, which should be the goal of supervision. This policy, which encourages individual growth and commitment with other teachers to reach goals, is much more effective and less stressful."

"Our supervisory policy gives us the choice of five different tracks to suit our individual needs. It's great!"

"Since I was a non-tenured teacher this year I was formally supervised as required in policy. Next year I will be able to choose my own track."

"I'm satisfied. We have minimal supervision unless more is asked for, and then we have a lot of choice in how it is done."

"We have a system that allows us to ask when and if we want extra supervision (for example if we need help dealing with problem students). We also have a regular (yearly) supervision."

Dissatisfied teachers said:

"While our PDP cycle has just been revised, the principal still "pushes" or "nudges" the individual down the supervisory path rather than the individual controlling their own destiny."

Satisfied teachers expressed appreciation at being able to choose from a variety of different supervisory options (tracks). Non-tenured teachers were required to engage in a structured approach, whereas more experienced teachers were able to choose their own supervisory path. Although the quantity of supervision was at times not adequate, satisfied teachers did indicate that they were in control of the type of supervision being provided.

Summary of Teacher Comments

In general, whether satisfied or dissatisfied with the current supervision being provided, teachers expressed a clear interest in being involved in a collaborative, trusting environment where they could engage in the supervisory process with the supervisor. Teachers stressed the importance of dedicating time to the successful implementation of the process. When time was designated for supervision, both informal and formal visits (which included pre- and post- conferencing) were viewed as more productive.

Teachers also wanted both teachers and supervisors to be trained in effective supervisory techniques so that policies that included professional development plans and activities could be effectively created and maintained. Some teachers expressed an insecurity with discussing supervision, in that they wished to engage in aspects of the

process such as peer supervision, but were reluctant as they did not possess enough knowledge about the subject in order to do so.

Teachers strongly expressed the need to provide a specific quantity and quality of supervision for new teachers, and those experiencing difficulty. Both experienced and beginning teachers stated that supervisors should provide much needed guidance to those teachers just entering the field. They believed that supervision should seek to determine strengths and work toward improving weaknesses in teaching.

Finally, teachers wanted choice in the types of supervision being provided, whether that be formal visits (generally referred to by teachers as clinical supervision), informal administrative visits, or peer supervision. They wanted the process to meet their individual needs, and help improve their teaching in a non-threatening environment.

Summary

This chapter presented the results of the data analysis. Data was collected from Rural Teachers' Perceptions of Supervision and Professional Development (RTPSPD) questionnaire. Information was analyzed through a variety of procedures. Teachers' general comments were quoted.

The findings show that a strong majority of rural Saskatchewan elementary K-6 teachers are satisfied with the quality and quantity of supervision being provided. Teachers generally agreed on effective supervisory qualities. Although teachers did perceive differences in their degrees of satisfaction with the supervisory process, several dominant themes or topics did emerge as concerns for both satisfied and dissatisfied groups.

By using the analyzed data, summaries, conclusions and discussions, and implications for theory, practice, and further study will be made in Chapter Five.

CHAPTER 5

SUMMARY, CONCLUSIONS AND DISCUSSION, AND IMPLICATIONS FOR THEORY, PRACTICE, AND FURTHER RESEARCH

This chapter summarizes the purposes of the study, the significant conclusions that can be drawn from the data collected, and implications for theory, practice, and further study that will improve supervisory practices in Saskatchewan schools.

Summary

Purpose

The main purpose of this study was to determine teachers' perceptions about the nature of supervision and professional development activities in rural Saskatchewan elementary (K-6) schools. More specifically, the researcher investigated seventeen questions under the following headings:

Supervisory Process

1. To what extent are teachers aware of division board supervision policy?
2. What is the amount of supervision experienced by teachers?
3. Are there differences in perceptions of quality and quantity of supervision based on 1) gender, 2) age, 3) teaching experience, and 4) the amount of administrative time?
4. What do teachers' perceive as adequate supervision for different categories of teachers?
5. What do teachers feel is an adequate amount of time spent in the classroom during the supervisory process?
6. Can all teachers benefit from supervision, or should it be reserved for only new teachers or those experiencing difficulty?
7. Are beginning teachers receiving adequate supervision?

8. To what extent is supervision viewed as a collaborative process?
9. To what extent is supervision viewed as individualized?

Supervision and Professional Development

1. To what extent do teachers perceive a connection between supervision and professional development?
2. Who do teachers believe should choose professional development activities?

Outcome

1. Do teachers believe that their teaching improved as a result of supervision?

Supervisory Qualities

1. What do teachers perceive are effective supervisory qualities?

Teacher Feelings and Personal Opinions

1. How do teachers feel about the importance of supervision?
2. To what extent are teachers satisfied with the types of supervisory processes being provided?
3. To what extent are teachers satisfied with the quality and quantity of supervision being provided?
4. In general, how does the individual teacher feel about the supervisory process?

Review of Literature

A review of the literature pertaining to supervision indicated that effective classroom supervision was reflected in productive professional development activities that ultimately led to improved instruction and greater learning for students. Supervision

was defined as a set of activities and services used to help teachers facilitate their own growth and development. The process remained non-evaluative and self-reflective.

Supervisory models (Glatthorn, 1990; Glickman, 1985; Hoy & Forsyth, 1986) identified the need for supervision that valued teachers' individual needs and preferences, and developmental stages. The differentiated supervisory process (Glatthorn, 1990) offered choices for teachers including intensive development, co-operative development, self-directed development, and administrative monitoring. Developmental supervision (Glickman, 1985) considered individual teacher development, including level of commitment and level of abstract thinking.

Characteristics of effective supervision reflected on effective leadership qualities, specifically skills and behaviours that could be learned by supervisors. Resources of time, and teacher and supervisor training, were important to the implementation of effective supervision. The literature supported the need to integrate supervision and professional development activities. Professional development activities considered the needs of new and experienced teachers.

Conceptual Framework

The conceptual framework (see page 36) was developed from the literature reviewed concerning teachers' individual needs and differences. The framework allowed teachers and supervisors to collaboratively choose between the routes of supervision and evaluation. The supervisory route was both developmental and differentiated. Differentiated supervision allowed for supervisory choices including clinical supervision. Supervision led to professional development, which resulted in instructional improvement. The outcome was teacher reflection and growth.

Methodology

The problems in this study were investigated by analyzing data collected from teachers on a questionnaire. "Rural Teachers' Perceptions of Supervision and Professional Development" (RTPSPD) was designed by the researcher for this purpose. The questionnaire was piloted with an alternative elementary staff (n=8) prior to being used in the study.

The population for the study consisted of 485 elementary teachers in 42 rural Saskatchewan schools each consisting of five or more full time teachers. Completed questionnaires were received from 185 of the eligible teachers (40 %). Only 466 teachers were eligible as 19 questionnaires were misplaced during mailing.

Quantitative data were analyzed using SPSS computer software. Open responses were analyzed using a matrix approach as outlined by Miles & Huberman (1984).

Conclusions and Discussion

From the analysis for each question, the following conclusions can be drawn:

Supervisory Process

To what extent are teachers aware of division board supervision policy?

Results revealed that, in general, rural Saskatchewan teachers were aware of their division board supervision policy. More experienced teachers seemed to be more aware of policy content than less experienced teachers. Glatthorn (1990) emphasized the importance of teachers being able to choose from four types of supervision, but more than half of the respondents in this study indicated that they could not choose their type of supervision.

What is the amount of supervision experienced by teachers?

Glickman (1985) claims that most teachers want observers in their classrooms, and feedback on their instruction. In fact, teachers lack faith in an observer who has made fewer than four visits per year (Little & Bird, 1984). Results revealed that more than two-thirds of the teachers in this study had experienced one or less than one formal supervisory visit per year. In fact, 12 % of the population had received no supervision at all. Those teachers receiving no supervision averaged over twenty years of experience, indicating those more experienced teachers were receiving even less supervision. Clearly the amount of supervision being received seems to be inadequate when considering current theory. Perhaps a greater frequency in supervisory visits would improve its effectiveness particularly with respect to the connection to professional development and ultimately an improvement in the quality of instruction.

Glatthorn (1990) offers peer (collaborative) supervision as an effective supervisory option for teachers. However, teachers in this study seldom observed other colleagues teaching. In fact, more than half of the teachers responded that they had not observed another teacher, or at least had not in the current year. One could conclude that the amount of formal and collaborative supervisory visits could be increased.

Are there differences in perceptions of quality and quantity of supervision based on 1) gender, 2) age, 3) teaching experience, and 4) the amount of administrative time?

Bergsgaard (1989) claims that there is evidence that age, gender, and career stage influence teachers' perceptions of supervision. Data were collected to determine if this statement remained true for this population. Amount of administrative time was also included as a variable. Due to recent financial cutbacks, administrative time has been

affected, and thus may be reflected in teachers' perceptions of the quality and quantity of supervision.

Researchers (Shakeshaft, Nowell, & Perry, 1991) state that gender affects both supervisory style and outcome. Results from this study confirmed that a significant difference did exist between gender and both quantity and quality of supervision. This factor becomes important when considering the high percentage of female teachers teaching in rural Saskatchewan elementary K-6 schools. Females were more satisfied with both the quantity and quality of supervision being received.

Teacher age also affected perceptions on quality of supervision within this population. Perceptions of supervision by teachers under the age of 25 differed from those in the three older age groups. Results indicated that teaching experience was not significantly related to quantity or quality of supervision.

Percentage of administrative time was related to quantity of supervision. Sackney and Johnston (1982) confirm that time free from teaching, or the amount of time principals are assigned to administration does have an impact upon the frequency of their supervisory visits, the duration of their visits, and the degree of satisfaction received from the visits. One might assume that teachers in schools with greater administrative times would tend to be more satisfied with the amount of supervision received.

What do teachers perceive as adequate supervision for different categories of teachers?

Supervision must facilitate individual teacher development (Glatthorn, 1990). Tenured teachers, non-tenured teachers, and teachers experiencing difficulty all require different methods and amounts of supervision. This study confirmed Glatthorn's statement as respondents stated that all three groups should receive varying degrees of

supervision. Rural elementary teachers believed a tenured teacher should be supervised between once and 2-3 times per year. Non-tenured teachers should receive supervision between 2-3 and 3-4 times per year. Teachers experiencing difficulty required most supervision, between 3-4 and 5 times per year. The results suggested that non-tenured teachers and those experiencing difficulty should receive more or at least different supervision from tenured teachers. Clearly the type of supervision received should reflect teachers' career stage (Glatthorn, 1990).

What do teachers feel is an adequate amount of time spent in the classroom during the supervisory process?

This study concluded that a large number of teachers (94.6 %) wanted to be supervised "more than one full class period" or "one full class period". Clearly most teachers wanted the supervisor to observe at least an entire lesson. Johnston and Sackney (1982) stated that the more frequently a teacher is supervised and the longer the duration of the supervision, the more positive the teachers' attitudes were toward supervision. Longer observations may tend to allow time for pre- and post- conferencing as well.

Can all teachers benefit from supervision or should it be reserved for only new teachers or those experiencing difficulty?

Researchers (Glatthorn, 1990; Glickman, 1985; Hoy & Forsyth, 1986) state that all teachers can benefit from supervision. In this study teachers responded strongly to this question stating that they believed all teachers could benefit from supervision. The findings suggested that teachers were also adamant that supervision should not be reserved for only new teachers or those experiencing difficulty. Therefore supervisory plans must be in place to accommodate the needs of all teachers, ensuring that even those

teachers doing their jobs well will also experience professional growth as a result of supervision.

Are beginning teachers receiving adequate supervision?

It was concluded that in general, beginning teachers were receiving adequate supervision. Glatthorn (1990) describes specific supervisory strategies for supervision of novice teachers. As open-ended comments were analyzed at the conclusion of the study, teachers in this study also offered similar suggestions for supervising new teachers. Teachers wanted supervisors to provide guidance and support for beginning teachers and wanted the number of supervisory visits to be frequent enough to determine both strengths and weaknesses in teaching ability.

To what extent is supervision viewed as a collaborative process?

Glickman (1985) suggests that supervision is a collaborative enterprise that draws together different elements into a whole school action plan. McBride and Skau (1995) also emphasize the need for collaborative efforts between teacher and supervisor, where creating trust among colleagues and teacher empowerment is essential. Teachers in this study also firmly believed that supervision *should* be a collaborative effort between teacher and supervisor, but that in rural Saskatchewan elementary schools this was not occurring. There was strong support that supervision should promote professional growth and trust among staff, and teachers should be involved in the planning of the supervisory process prior to supervision.

To what extent is supervision viewed as individualized?

Glickman (1985) and Glatthorn (1990) recommend that supervision should be tailored to meet the needs of teachers. In this study, teachers felt that in general

supervision was individualized to meet their needs. They wanted supervisory choices to be available to teachers in each school. They also clearly believed that supervisory practices should consider developmental stages, and focus on specific needs of each teacher.

Supervisory Process

To what extent do teachers perceive a connection between supervision and professional development?

Effective schools link professional development, teacher supervision, and student learning (Jonasson, 1993). Study results showed that teachers perceived that a relationship existed between supervision and professional development to a small degree. Respondents did not believe that teachers participated in professional development activities as a result of supervision.

This might be attributed to the fact that teachers received so few visits that a strong connection to professional development could not be determined. An increased number of supervisory visits, and a greater emphasis on professional development plans might increase the relationship between supervision and professional development.

Who do teachers believe should choose professional development activities?

Teachers must become empowered to make professional decisions about their own development (Karant, 1989). In doing so they begin to choose paths that meet their individual needs. Teachers in this study did not feel that supervisors had the knowledge or ability to make decisions about professional development activities. They wanted control of that decision making process to lie with the group or with individual teachers.

Clearly teachers wanted to be empowered to make choices about professional development.

Outcome

Do teachers believe that their teaching improved as a result of supervision?

Theorists (Acheson & Gall, 1982; McGreal, 1983; Sergiovanni & Starratt, 1988) believe that supervision tends to promote growth and change, by helping teachers experiment with new ideas. The ultimate goal of supervision should be improved instruction (Renihan, 1996). Data from this study showed that rural teachers remained almost neutral in their response to whether instruction had improved as a result of supervision. Although descriptive categories showed that 39 % of teachers did see improvement, this description was not provided for teachers as they made their decisions, thus they were basing their choices on numerical values only. Once again, the low number of supervisory visits being experienced by rural elementary teachers may have contributed to these results.

Supervision Qualities

What do teachers perceive as effective supervisory qualities?

Acheson and Smith (1986) stated that supervision should be provided by a knowledgeable, specially trained, trustworthy, experienced, and supportive supervisor. Teachers wanted their supervisors to have knowledge about effective teaching, have training in supervisory techniques, establish a trusting relationship with them, hold a post-observation conference to provide feedback as soon as possible after observation, and provide for reflective discussion following supervision. Glickman (1985) confirms effective supervisors require knowledge, interpersonal skills, and technical skills.

Teachers in this study agreed with the importance of many of these same characteristics. Strongest qualities were knowledge about effective teaching, training in supervisory techniques, and establishing a trusting relationship.

Teacher Feelings and Personal Opinions

How do teachers feel about the importance of supervision?

The underlying assumption that supervision is important is supported by several researchers (Glatthorn, 1990; Glickman, 1985; Hoy & Forsyth, 1986), and was further supported by teachers in this study. Teachers perceived the value of the supervisory process to be important. Results revealed that teachers were convinced of the need for supervision. Therefore those responsible for creating the supervisory policy and implementing the supervisory process must ensure that supervision be a valued part of daily teaching.

To what extent are teachers satisfied with the types of supervisory processes being provided?

Each of the four types of supervision (as outlined by Glatthorn, 1990) were valued by teachers in varying degrees. Although responses to clinical supervision were well distributed across the Likert scale, the majority of teachers found this method satisfactory. For those who used cooperative development, it was deemed effective, but approximately 48 % of the respondents claimed cooperative development was not applicable to their situation. Over 70 % of the responding teachers were satisfied with self-directed development. On average, teachers were slightly less satisfied with administrative monitoring, ranking it between "moderately effective" and "effective". Study results indicated that teachers were generally satisfied with the types of supervisory

processes being provided. However, it appeared that teachers needed more opportunity to engage in a variety of approaches.

To what extent are teachers satisfied with the quality and quantity of supervision being provided?

Some teachers confuse supervision with "getting the dirt" on them (Acheson & Gall, 1992). Others see it as a mindless process for administrators to meet district requirements (Zepeda & Ponticell, 1995). But study results showed that teachers in rural Saskatchewan elementary K-6 schools were generally quite satisfied with the quality and quantity of supervision being provided. Comments provided at the end of the survey tended to support this claim.

Interestingly, teachers in this survey did not see a strong connection between supervision and professional development. Are teachers satisfied with the quality and quantity of supervision merely because they are supervised so infrequently and are not being inconvenienced by the process? Is supervision doing what it was intended to do, that is, resulting in professional growth that leads to improved teaching?

In general, how does the individual teacher feel about the supervisory process?

For the most part, despite some of the hindering factors that were given, the data indicated that teachers in rural Saskatchewan elementary K-6 schools were relatively satisfied with the supervision being provided. Both satisfied and dissatisfied teachers expressed similar needs when discussing the process. Factors such as a trusting supervisor and supervisory environment, time, supervisor and teaching training, peer supervision, conferencing, supervision of new and at-risk teachers, professional development plans, formal and informal supervisory visits, new supervision policy and

implementation, and teacher choice in the supervisory process were all important to teachers. Most teachers came to the same consensus about effective supervisory qualities. Supervision did appear to result in improved instruction to some degree, and it was viewed as an important factor in contributing to the professional development of teachers. Teachers wanted a stronger connection between supervision and professional development that would lead to improved instruction.

Implications for Theory

The conceptual framework as described in the literature review (see p. 36) incorporated the ideals of Glatthorn (1990) and Glickman (1985). Supervision was viewed as a set of processes that allowed for teacher professional growth. The process allowed teachers the opportunity to choose between supervision and evaluation. Supervision was both developmental, as it considered teachers' career stages, and differentiated, as it allowed for teacher choice in supervisory options. Inherent in the successful implementation of the process, although not included in this framework, was a belief that the supervisor would employ effective supervisory qualities and techniques.

A revision to this framework would include those qualities deemed necessary by the respondents in this study. For administrative monitoring, clinical, cooperative, and self-directed supervisory processes to be effective, supervisors must possess certain qualities and remain conscious of influential variables or themes that were outlined by teachers in this study. Issues of time, supervisory training, creating a trusting environment, etc. were related to teachers' perceived levels of satisfaction with the supervisory process. Future discussions of effective supervisory processes must include these elements.

This study further added to the literature on supervision as developmental (Glickman, 1985) and differentiated (Glatthorn, 1990). It supported the need to allow teachers choice in the supervisory process. By maintaining an active role in the process, teachers at various career stages can take control of their own growth. Teachers in this study wanted to be active researchers who sought to improve their own teaching. They wanted to be involved in supervision, and they wanted to choose their own supervisory options.

The study also emphasized the need for a strong connection between supervision and professional development. Rural elementary teachers desired long-term professional development plans with consistent follow-up procedures. The outcome of supervision must be activities that result in an improved quality of teaching and student learning.

Implications for Practice

Based on the findings of this study and the literature review, the following recommendations are made to enhance the supervisory process in Saskatchewan schools.

1. Supervisory practices should be clearly outlined in school division policy, and administrators will have to reinforce the value of supervision, its connection to professional development and growth, and its relationship to improved teaching. Supervision must be a priority in schools. An allocation of funds by the school board designated for supervision would reflect this level of importance.
2. In order to improve supervisory practices there is a need to establish a mandatory training program in the supervisory process for both administration and teachers. The program would increase the knowledge base and skill

levels of stakeholders involved in the process. Teachers and supervisors would improve interpersonal, co-operative, and coaching skills, and increase their knowledge about methods of supervision including clinical supervision, co-operative development, self-directed development, and administrative monitoring. The training program would provide opportunity for practicing the acquisition of the skills.

3. Sufficient time must be provided to administrators to implement a successful supervisory program. School divisions can provide the needed financial assistance to allow supervisors ample time in the classroom. Time allows for pre and post- conferencing, which results in effective planning and reflective discussion. Administrative time is also needed if principals are to offer teachers the opportunity to engage in peer supervision practices, or visit other classrooms for observation purposes.
4. All teachers benefit from supervision, but great emphasis should be placed on the need for effective supervision of beginning teachers. Beginning teachers have clearly expressed the desire for constructive supervision. Consideration must be given to both the quality and quantity of the supervision. Support and constructive guidelines must be provided. New teachers must remain accountable for their teaching, but in turn deserve a sufficient record of their teaching ability to be used as a reference if tenure has not be attained and they wish to assume a teaching position in another location.
5. Supervisors must have classroom experience. Teachers expressed the need for supervisors to be in touch with what is going on in classrooms.

Supervisors need to personally understand classroom dynamics, management styles, and curriculum for each grade with which they are involved. When administrative responsibilities are outlined, consideration must be given to allow administrators ample time to teach as well.

6. Professional growth plans should be provided that link the process of supervision to professional development. Under the guidance of the administrator, goals and objectives for individual teachers must be established, and follow-up sessions must be planned and executed to assure that these goals are met. Professional development activities must reflect the needs and concerns of individuals.

Implications for Further Research

There are several possibilities for further study that can be initiated as a result of this study.

1. This study focussed on the perceptions of approximately 466 rural Saskatchewan elementary teachers in 42 schools each consisting of five or more full-time teachers in 30 school divisions. Further study could be done with a sample consisting of: (a) all Saskatchewan elementary teachers, (b) Saskatchewan city elementary teachers, or (c) rural and/or city high school teachers. Case study approaches could focus on more intimate details of the supervisory approach. Personal interviews would supplement the questionnaire data.

2. Glickman (1985) emphasizes the importance of teachers' developmental stages. A more in-depth study could describe perceptions of supervision during different career stages.
3. Additional study could determine the relationship between professional development growth plans and improved teaching.
4. Further study could focus on a comparison of the effect and success among Glatthorn's (1990) four supervisory choices (clinical, co-operative development, self-directed development, and administrative monitoring) with respect to improved instruction.
5. The development of an effective supervisory training program could be the focus of a thesis project.
6. A comparison study could examine and compare principals' perceptions of the supervisory process within the rural schools included in this study.

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APPENDIX A

Teacher Questionnaire

Rural Teachers' Perceptions of Supervision and Professional Development

(RTPSPD)

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
April, 1997

Dear Colleague,

In recent years the supervisory process has come under close scrutiny from educators, school boards, and even the general public. For completion of my Masters in Educational Administration, I am currently conducting a study to determine the perceptions of rural elementary K-6 teachers toward supervisory practices.

There are **four sections** in this survey:

Part A solicits some general information

Part B provides you with the opportunity to indicate your reaction to the supervisory process

Part C asks for comments on the connection between supervision and professional development

Part D requests your thoughts about qualities of an effective supervisor.

For most of the questionnaire, it is your opinion that is required, so there are no right or wrong answers.

The questions deal with *supervision* and *professional development*. Please consider the following definitions before you begin the questionnaire.

***Supervision:** a collaborative process between teacher and supervisor that provides support, feedback, and ideas for growth and improved teaching ability.

***Professional Development:** a teacher directed process that occurs over time and leads to the professional growth of teachers; includes teacher interactions and group discussions, short courses, university classes, conventions, workshops, etc..

I wish to assure you complete **anonymity** of your responses as you complete the study. Your participation is voluntary. Should you choose to participate, please mail the completed questionnaire in the stamp addressed return envelope as soon as possible. Your time spent on this questionnaire is **very much appreciated**, and hopefully the results will contribute to better supervisory procedures for rural Saskatchewan teachers.

PLEASE ANSWER ALL THE QUESTIONS
THANK YOU

Sincerely,

Tracy Dollansky

**RURAL TEACHERS' PERCEPTIONS OF
SUPERVISION AND PROFESSIONAL DEVELOPMENT
TEACHERS' SURVEY FORM**

When completing the survey, please relate to your supervisory experiences. When applicable, consider the principal as the supervisor.

PART A- General Information

Please complete the following information:

1. Gender (Please circle) Male Female

2. Age (Please check)

- under 25 years
- 26-35 years
- 36-45 years
- 46+ years

3. Years of teaching experience (Please include current year)

In this school _____ Total years of teaching experience _____

4. My principal has _____ % administration time.

Please check the most appropriate option.

5. On average I am formally supervised _____ .

- 5 or more times per year
- 3-4 times per year
- 2-3 times per year
- once per year
- once in two years
- 0 times per year

6. On average I observe a colleague teaching _____ .

- 5 or more times per year
- 3-4 times per year
- 2-3 times per year
- once per year
- once in two years
- 0 times per year

7. In my opinion a **non-tenured teacher** should be supervised _____ .

- 5 or more times per year
- 3-4 times per year
- 2-3 times per year
- once per year
- once in two years

13. I am satisfied with the *quality* of supervision being provided in this school.

0	1	2	3	4	5
Not Satisfied					Highly Satisfied

14. I am involved in peer (collaborative) supervision activities in my school.

0	1	2	3	4	5
Not Involved					Highly Involved

15. The supervision I receive meets my individual needs.

0	1	2	3	4	5
Strongly Disagree					Strongly Agree

16. I am aware of the contents of my Division Board's Supervision Policy.

0	1	2	3	4	5
Strongly Disagree					Strongly Agree

17. My division policy allows me to choose my type of supervision.

0	1	2	3	4	5
Strongly Disagree					Strongly Agree

For the following question, please circle the number that indicates the appropriate level of effectiveness.

Not Effective (NE)	Slightly Effective (SE)	Moderately Effective (ME)	Effective (E)	Highly Effective (HE)	Not Applicable (N/A)
1	2	3	4	5	6

18. Which of the following supervisory processes are meeting your supervisory needs?

	NE	SE	ME	E	HE	N/A
Clinical supervision (conference/observation/conference)	1	2	3	4	5	6
Cooperative development (small teams)	1	2	3	4	5	6
Self-directed development (own progress)	1	2	3	4	5	6
Administrative monitoring (completed by principal)	1	2	3	4	5	6

PART B- Reactions To Supervision Approaches
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For each of the following statements about the supervisory process, please circle the number that indicates your level of agreement.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	
1	2	3	4	5	
					SD D N A SA
1. I am convinced of the need for supervision.	1	2	3	4	5
2. Supervision should be reserved for those teachers who are new or experiencing difficulty.	1	2	3	4	5
3. Every teacher can benefit from supervision.	1	2	3	4	5
4. Supervision should be a collaborative effort between teacher and supervisor.	1	2	3	4	5
5. Supervision should promote professional growth and trust among staff.	1	2	3	4	5

	SD	D	N	A	SA
6. Supervisory choices should be available to teachers in each school.	1	2	3	4	5
7. Beginning teachers receive adequate supervision.	1	2	3	4	5
8. Teachers should be involved in the planning of the supervisory process prior to supervision.	1	2	3	4	5
9. Supervisory practices should not consider the developmental stages of individual teachers.	1	2	3	4	5
10. Supervision should not focus on the needs of the teacher.	1	2	3	4	5

PART C- Supervision and the Connection to Professional Development

For each of the following statements about professional development, please circle the number that indicates your level of agreement, *based on your own experience*.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(SD)	(D)	(N)	(A)	(SA)
1	2	3	4	5

	SD	D	N	A	SA
1. There is a clear connection between supervision and professional development.	1	2	3	4	5
2. Supervisors have the knowledge and ability to select professional development activities for staff.	1	2	3	4	5
3. Teachers participate in professional development activities as a result of supervision.	1	2	3	4	5
4. Choice of professional development activities should collectively include all staff members.	1	2	3	4	5
5. Supervision contributes to the professional development of teachers.	1	2	3	4	5

SD D N A SA

6. Professional development opportunities should be chosen by the teacher.

1 2 3 4 5

For the following question, please circle the appropriate number on the scale.

7. My classroom instruction has improved as a result of supervision to the following extent:

0	1	2	3	4	5
No					Great
Improvement					Improvement

If you have not received any supervision, please comment.

PART D- Qualities Of An Effective Supervisor

For each of the following statements about the characteristics of an effective supervisor, please circle the number that indicates your level of agreement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

A supervisor should:

SD D N A SA

1. assist me in developing my personal professional growth plan.

1 2 3 4 5

2. provide me with a written statement defining my job and detailing my responsibilities.

1 2 3 4 5

3. help me to plan units and lessons.

1 2 3 4 5

4. hold a pre-observation conference with me prior to any supervisory/evaluative visit.

1 2 3 4 5

A supervisor should:	SD	D	N	A	SA
5. confer with me about objectives for the lesson to be observed.	1	2	3	4	5
6. spend sufficient time observing me to secure a valid and reliable sample of my teaching behaviour.	1	2	3	4	5
7. hold a post-observation conference with me to give me feedback as soon as possible after any observation visits.	1	2	3	4	5
8. provide me with the opportunity to visit the classrooms of other teachers in different schools.	1	2	3	4	5
9. respond to the unique concerns and needs of new teachers.	1	2	3	4	5
10. facilitate the mutual exchange of ideas and information between teachers.	1	2	3	4	5
11. provide me with a detailed report following supervision.	1	2	3	4	5
12. allow me to choose my own route for professional development.	1	2	3	4	5
13. assist me in selecting an appropriate supervisory route.	1	2	3	4	5
14. outline my weaknesses during the supervisory observation.	1	2	3	4	5
15. have knowledge about effective teaching.	1	2	3	4	5
16. provide time for reflective discussion following supervision.	1	2	3	4	5
17. determine teachers' areas for professional development.	1	2	3	4	5
18. establish a trusting relationship with me.	1	2	3	4	5
19. have training in supervisory techniques.	1	2	3	4	5

APPENDIX B

Letters of Request

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
April, 1997

Dear Director,

My name is Tracy Dollansky. This year I am on educational leave from Biggar School Division to work towards completion of my Master's Degree in Educational Administration. My area of study is supervision of teachers. The purpose of the study is to investigate the perceptions of rural elementary school teachers concerning supervision and professional development.

The teachers in your division's K-6 schools with five or more full time teacher equivalents have been selected as part of the sample for this survey. I have enclosed a copy of the questionnaire for your perusal. The questionnaire should take each teacher about 15 minutes to complete. It is my hope that you will allow your teachers to participate in the study. Of course, completion of the survey is voluntary, and teachers are assured of complete anonymity and confidentiality.

If you are willing to have your teachers participate, please complete the attached form and return it to me as soon as possible. You may fax your responses to : (306) 948-3969 Attention: Wayne.

Thank you for your assistance in completing this research. Hopefully the results will contribute to better supervisory procedures for rural Saskatchewan teachers. If you are interested, I will gladly forward you a summary of the results of the completed study.

If you have any questions, please contact me (948-2461) or my advisor, Dr. Larry Sackney (966-7626) of the Department of Educational Administration, University of Saskatchewan, Saskatoon.

Thank you for giving this request your attention.

Sincerely,

Tracy Dollansky

I am willing to allow the rural K-6 teachers of _____ School Division to participate in the **Rural Teachers' Perceptions of Supervision and Professional Development** survey.

This research will be undertaken by Tracy Dollansky in the department of Educational Administration at the University of Saskatchewan as partial requirement for a Masters in Education.

Director of Education

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
April, 1997

Dear Director,

I would like to use the following schools for my research. After receiving your permission, I will be contacting the following principals:

Thank you once again for your assistance.

Sincerely,

Tracy Dollansky

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
April, 1997

Dear Principal,

My name is Tracy Dollansky. This year I am on educational leave from Biggar School Division to work towards completion of my Master's Degree in Educational Administration. My area of study is supervision of teachers. The purpose of the study is to investigate the perceptions of rural elementary school teachers concerning supervision and professional development.

Your director has been previously informed about the intent of this study. Your teachers have been chosen as part of the sample that includes all rural Saskatchewan K-6 schools that have greater than 5 full time teacher equivalents. The questionnaire emphasizes teacher's perceptions about the supervisory process in general, and should take about 15 minutes to complete. Of course, completion of the survey is voluntary, and all respondents are assured of complete anonymity and confidentiality. Please distribute the survey to **full-time teachers** only.

If you have any questions, please contact me (948-2461) or my advisor, Dr. Larry Sackney (966-7626) of the Department of Educational Administration, University of Saskatchewan, Saskatoon.

Thank you for your assistance in completing this research. If you are interested, I will gladly forward you a summary of the results of the completed study.

Sincerely,

Tracy Dollansky

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
May 13, 1997

Dear Principal,

Recently your teachers were invited to participate in a survey on "Rural Teachers' Perceptions of Supervision and Professional Development" as part of my Masters' thesis. Several surveys still remain unreturned. To ensure that results are accurate, would you please encourage your teachers to complete the survey and return it to me at their earliest convenience? A high response rate will ensure a more complete analysis.

I have enclosed a 'reminder letter' that can be distributed to your full-time teaching staff.

Thank you once again for your assistance in allowing me to complete my work. Your participation is greatly appreciated.

Sincerely,

Tracy Dollansky

Box 917
Biggar, Sask.
S0K 0M0
(306) 948-2461
May 13, 1997

Dear Colleague,

I wish to express my appreciation for your participation in my study on Rural Teachers' Perceptions of Supervision and Professional Development.

If for some reason you have not yet been able to return the questionnaire, please consider doing so. Your thoughts and opinions are highly valued, and your response increases the extent to which the study's findings will be truly representative of rural Saskatchewan elementary teachers.

I have forwarded an additional copy of the questionnaire to your principal. When completed, please return it to me at your earliest convenience.

Once again, thank you for your assistance in the completion of my Master's degree.

Sincerely,

Tracy Dollansky