SUPERVISION

Second Edition

SUPERVISION

A Guide to Instructional Leadership

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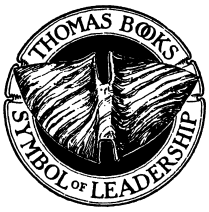

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PREFACE

Conceptualization and performance of effective instruction in our schools is more important today than it ever has been in the past. Student learning, brought on by well-planned and delivered teaching, has become "high stakes" in the current world of federal and state policy. School professionals carry the added burden of state and federal mandates for "highly qualified" teachers and "success for all students" along with the historic and ever-increasingly critical local citizen involvement in the teaching-learning process of the schools.

The first edition of this book, titled *A Design for Instructional Supervision*, provided a structural framework for an effective program of instructional supervision. That framework is as sound today as it was when conceived. Student academic performance and achievement come only as a result of well-planned and executed instruction. Effective teaching relies on the thoughtful and continuous technical service and leadership of caring colleagues. That service and leadership must include the **purposes, patterns of participation, processes,** and **products of supervision**.

The basic cognitive thrust of this second edition, *Supervision: A Guide to Instructional Leadership,* remains the same as the first. What has changed is the attention to the detail surrounding the design components. References have been updated and streamlined, activities have been modified, and examples of structure have been created using the current national policy situation as a base. Those who are entrusted with the design and implementation of supervisory responsibilities are taken through the processes of **planning, influencing, managing,** and **evaluating** the program.

Many different definitions of the supervision of instruction exist in the literature. Philosophical and historical definitions of supervision presented in the first edition, which have been referred to as a foundation for the conceptual analysis of supervision,[1] are maintained and expanded in this edition. Those different meanings and existing trade prescriptions are included and referenced in this text in their logical place. Professionals with responsibili-

[1] Gerald R. Firth and Edward F. Pajak, Eds. *Handbook of research on school supervision.* New York: Macmillan, 1998, p. 209.

ties for instructional leadership will see the value of seminal parts of some formalized practices, the folly of others, and will be able to design a supervisory program that fits a local situation by taking advantage of the foundation provided in this book.

Practitioners responsible for a locally developed program of supervision must be cognizant of the new federal and state requirements, possibly adapt ideas from some commercially available "canned" programs, but always built on local needs and conditions. In creating the individual program, then, attention should be given to the selection of and the interrelationships between those **assumptions, principles, objectives, criteria,** and **procedures** constituting a developmental approach rather than a procrustean design. Planners of supervisory programs will gain the knowledge and tools necessary to create that structure from this book.

Instructional leadership in today's schools must be standards-based and assessment-driven to conform to the national policy agenda. There are national standards for what a teacher needs to know and be able to do that are being adapted into state policies. There are state curriculum standards for what students in elementary and secondary schools must master. State and national goals push evaluation of the teaching act to include a measurement of how the teacher meets the teacher standards, and how those teacher measures fulfill the demands of the student curriculum standards. It is a complicated and precarious set of demands for those who would lead and carry out the instructional program.

State and federally mandated assessments that students must take based on the curriculum standards, sanctions for schools and possibly for teachers that miss the mark for student achievement and sanctions for schools that do not have "high quality" teachers are greatly influencing the instructional program as well. A school must have a well-conceived, carefully designed, properly implemented, and continuously evaluated plan for the supervision of instruction in order to reply competently to these mandates. This second edition provides a means to that end.

Personal perspectives of the authors are presented in each part of the text. These perspectives are derived from many years of study, practice, observation, and reflection at the elementary, secondary and university levels. They provide the foundation for the content and for the interrelational consistency sought in this presentation. This book, then, should serve as a guide and provide direction to:

1. *Instructional supervisors* who want technical services to the instructional program to be appropriate, effective, and developmental.
2. Central office *directors of services* related to and supportive of the instructional program who want to keep teaching and learning as the focal points of their service responsibilities.

3. *Administrators* at all levels who are concerned about their responsibilities for leadership in the instructional program.
4. *Teachers* who must make the choice of resisting, accepting, or participating in the supervisory efforts.
5. *Lay people*, who sometimes interpret the educative function of a school by identifying with isolated personal school experiences and who wish to appreciate and understand the complex teaching-learning process.

The table of contents clearly shows the organization of the text. The authors encourage scholars to extend their knowledge through extended reading, discussion, and contemplation without being limited to the confines of the chapters. The "Suggested Activities" and "Recommended Readings" at the end of each chapter have been selected to assist readers in this purpose. These activities and readings are intended to stimulate readers to question their own consistency in understanding the function of supervision and of their emerging plans for a supervisory program.

The "standards and assessment" mandates provide the most influential revision category of this second edition. Schools and school districts must respond to these quality teacher initiatives. To do so in a meaningful way, every school jurisdiction must have a conceptual framework for program design and implementation. This edition provides a blueprint with which to build that conceptual framework for instructional leadership that may be used to fulfill the new policy demands.

We continue to acknowledge the many substantial contributions of professional colleagues, associates, and practitioners to the development and revision of this text. Appreciation is extended to Amy Burke for her capable preparation of this manuscript, as well as for her editorial and design assistance. Our personal note of appreciation is extended to Lynn Burke and DeAn Krey, who continue to provide personal encouragement and editorial reactions to our efforts.

Peter J. Burke
Robert D. Krey

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SUPERVISION

PART I

PURPOSES OF SUPERVISION

A need for clarity of purpose as the function of supervision is pursued as the focus of Part I. It must be recognized that both the supervisor and the supervised are people who hold perspectives that influence their own behaviors as well as their interactions. Rapport is a word that is often used to describe the ability of two or more people to perceive phenomena in the same way or in a way that can accommodate the perspectives of the other. Responses involved in the interactions of people are determined in large part by the kinds of perspectives that each person possesses. Perspectives, therefore, are an important consideration for the supervision of instruction.

Perspectives not only affect the way people treat others but also the way others receive the treatment. The perspectives held can bring about creativity on the part of those involved in a group activity or it can break the group into many small sub-publics. Individual sub-publics may not move in a direction planned by the supervisor, even though determined by the institutional goals. This constitutes a diversion from the selected goals, processes, and outcomes. Perspectives influence the selection of priorities among and within the areas of supervisory action that can be identified and described.

Perspectives of the participants in an educational system influence the selection of purpose, as well as influencing the methods selected for achieving those purposes. This fact provides a foundation for consideration of clarity of purpose. Perspectives of the supervisory function held by those participants will influence goal selection as it pertains to bringing about improvements and/or maintaining positive elements of the instructional program. Any professional service that is provided for educational systems must be viewed in reference to the needs to be satisfied or the goals to be accomplished if it is to survive as a service. Effective and efficient practitioners will find the experience of goal selection to be supportive of the function of supervision. This is the foundation of supervision as instructional leadership.

The authors' purposes are not presented in list form. They constitute the focal point or points that give direction and pertinence to the interrelationships of perspectives, patterns of participation, processes, and products. This approach to the study of supervision is intended to commit purposes to a

continuous process of evaluation and development through optimum involvement of all concerned persons. This approach also permits the development of a supervisory program that can be locally adapted for specific settings, positions, and situations.

The development of such a supervisory program requires a concern for improvement and maintenance needs in order to operationalize the concept of highly effective teaching and learning. This is the *local sufficiency* concept for the cooperative administrator-supervisor-teacher-student-parent effort in the identification, selection, and pursuit of improvement and maintenance goals.

A supervisor providing instructional leadership must possess, and be possessed by, those purposes that go beyond the planning stage and on to the implementation stage. Furthermore, the purposes must direct the planners and implementers to test the soundness of the bases for proposed action. The degree of success in "purposing" is also related to the amount and quality of personal commitment, understanding, and acceptance.

The definition of supervision developed in Chapter 1, for the purpose of this publication and supported by the authors' perspectives, provides a guide for instructional supervision with the major categories to which attention should be given. An examination of the implications of this definition of supervision and the related perspectives leads to the identification of four major categories of study for a well-rounded program of supervision. These categories are – **Purposes, Patterns of Participation, Processes,** and **Products** (see Figure 1.1) and are identified as the "four P's." This is an adaptation of the design presented by Eye, Netzer, and Krey.[1]

Each of the parts of this text is devoted to one of the four P's of this program design. The first of those parts is **Purpose**. Concerns relating to Purpose are presented in the four chapters of Part I, recognizing that the authors, too, must observe a purpose about purposes. The influence of perspectives on purpose is discussed in Chapter 1 to stimulate the reader to consider personal perspectives which may influence purpose selection. A suggested action plan toward developing a theory of supervision is presented with illustrations in Chapter 2. Chapter 3 contains a presentation of the concern for improvement as a focus of the supervisory program. Conversely, in Chapter 4, the concern for maintenance in the total supervisory program is emphasized. A suggested action plan for selecting and achieving purposes of the supervisory program is presented with illustrations in Chapter 4. The perspectives presented in those chapters are applied in Parts II, III, and IV of the text as they relate to the remaining three categories. Part V of the book, containing one chapter, provides a discussion of the integration of the total program of supervision. The reader may wish to begin with Part V or end with Part V, depending on learning style or preference.

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[1] Glen G. Eye, Lanore A. Netzer, and Robert D. Krey. *Supervision of Instruction*, 2nd Edition. (New York: Harper & Row, 1971).

Chapter 1

PERSPECTIVES INFLUENCE PURPOSE

The potential influence of perspectives on supervision has been introduced in the Preface to Part I. It seems imperative that perspectives be examined and clarified if any supervisory approach is to achieve a positive influence on people and programs. This is as important for a textbook treatment of supervision as it is for the practitioner who wishes to utilize the concepts presented. Perspectives may result in influence that stimulates or supports goal selection or they may result in influences that diffuse the action toward appropriate goal selection. Perspectives of supervision, therefore, need to be examined and considered in light of their influence on the purpose of supervision. This chapter, consequently, has been included to offer some perspectives about supervision that focus on participation and foundation in purpose. The content is intended to stimulate the reader to examine personal perspectives about supervision.

HISTORICAL PERSPECTIVES

Historical perspectives often are used as proper references for examination of contemporary issues. The chronology of supervision of instruction is found in the historical treatment of American education and the development of many important functions of the public schools. Present perspectives of supervision have roots in earlier philosophies, theories, and practices in education.

Rather than a detailed chronology of developments in the history of supervision in American education, short summary statements of historical references and inferences are included in this chapter. The reader could go, with greater profit, to the publications of competent historians for complete backgrounds (see references 6, 7, 8, and 10). For the purpose of this chapter, his-

torical data were drawn upon only to illustrate how perspectives historically have influenced purposes of supervision.

The purpose at this point is to explore the concepts of supervision as they have developed in American schools over the past 350 years. Historical perspectives are limited to published definitions from several periods of our history. A study of the statements of concepts and definitions that appear in the literature, practically from the beginning of organized government in this country, presents some interesting perspectives of the functions of supervision as they have been conceived from decade to decade and from century to century.[1] There is little doubt that the first recorded definition, as well as the last, is concerned with the improvements in the lives of citizens by providing an appropriate impact upon the younger generation. There is no clear-cut distinction from period to period insofar as either the personnel or the purposes of supervision have been concerned. For practical purposes the following six periods are suggested. Each has a dominant and uniquely characteristic place and purpose for supervision. The six periods are:

1. The period of Administrative Inspection, 1642-1875.
2. The period of Efficiency Orientation, 1876-1936.
3. The period of Cooperative Group Effort in the improvement of teaching and learning, 1937-1959.
4. The period of Research Orientation, 1960-1975.
5. The period of Unification, 1976-1990.
6. The period of Emerging Patterns of Participation, 1991 to Present.

In the belief that it would be profitable to identify and understand perspectives in their relationship to the present, salient features of each period are identified.

The Period of Administrative Inspection, 1642-1875: Observance of the physical plant, pupil control, and teaching process by inspection of laypersons and professionals.

The first supervisory concepts and behaviors were characterized by inspection. This function, as in the case of the business management of the school, was usually carried out by laypersons. When an educator became the supervisor or the director of instruction the title *inspector* was used. This term is still in use in some areas but it, too, is passing out of the educational vocabulary as a title. The concept of inspection or regulation, however, still is being identified by teachers and administrators as a purpose of supervision and is being reinforced by various state and federal mandates.

Early definitions of supervision clearly indicate that the major purpose of the supervisor was to make judgments about the teacher rather than about

[1] See Appendix A.