SUPERVISORY PRACTICES AND THEIR EFFECT ON TEACHER'S PROFESSIONAL GROWTH

by

Edward David Mandell

BA, University of Miami, 1992

MEd, University of Pittsburgh, 1995

Submitted to the Graduate Faculty of

School of Education in partial fulfillment

of the requirements for the degree of

Doctor of Education

University of Pittsburgh

2006

UNIVERSITY OF PITTSBURGH

School of Education

This dissertation was presented

by

Edward David Mandell

It was defended on

March 27, 2006

and approved by

Dr. Otto Graf, School of Education

Dr. Richard Seckinger, School of Education

Dr. Richard Wallace, School of Education

Dissertation Advisor: Dr. Joseph Werlinich, School of Education

SUPERVISORY PRACTICES AND THEIR EFFECT ON TEACHER'S
PROFESSIONAL GROWTH

Edward Mandell, Ed.D

University of Pittsburgh, 2006

ABSTRACT: Even though teacher supervision is an everyday practice in schools there is little known about its effect on teacher's professional growth. The purpose of this study was to investigate the effect of supervision on teacher's professional growth from the principal's perspective. Ten High School Principals were interviewed in a semi-structured, open-ended interview format. Results indicated that the Principal's felt that supervision can have an impact on teacher's professional growth, but the level to which is dependent on the type of supervision model used. The majority of Principal's felt that the Walkthrough model is the most effective method in helping teacher's focus on instruction and improves their skills but time was the biggest barrier.

TABLE OF CONTENTS

v

Chapter 1

Introduction to Study

<u>**Introduction**</u>

The landscape of American education is changing. The public has made it clear

that this is a time for improved results in our educational system. These changes are

requiring schools to become learning communities for teachers as well as students. With

this in mind, the passage and implementation of the No Child Left Behind Act of 2001

has brought a real focus on teacher quality, accountability and student achievement in our

schools.

In order to comply with this legislation, schools have had to take a look at their

current practices and procedures, including teacher supervision. Sally Zepada (2004) in

her discussion around instructional supervision stated that due to the No Child Left

Behind legislation concerning teacher quality, there is an absolute need for principals to

lead teachers in the direction of professional growth and development across the career

continuum for beginning as well as veteran teachers. Schools are required to make sure

that their teacher's are "highly qualified." Kenneth Peterson (2004) indicated that teacher

quality may be defined and addressed in a variety of ways. The No Child Left Behind Act

of 2001 states "that a "highly qualified" teacher is one who has been fully licensed or

certified by the state and not had any certification or licensure requirements waived on

any emergency, temporary or provisional basis."(pg. 32) In Pennsylvania, a highly qualified teacher is an individual who holds an Instructional I or Instructional II certificate in the subject area he/she is assigned to teach. As a way to ensure teachers are held to high standards, Charlotte Danielson (1996) offered what she calls a framework (Appendix A), that establishes a common vocabulary or language which describes teaching. With a framework in place that emphasizes a common vocabulary, it is easier for teachers as well as supervisors to determine what aspects of teaching require their attention. Danielson indicates that "the framework identifies the aspects of a teacher's practice that have been documented as promoting improved student learning." She goes on to say that "the framework can be a guarantee that the members of the teaching profession hold themselves and their colleagues to the highest standards as well as provide a way to meet the needs of beginning and veteran teachers and enhancing their skills." (pg. 5)

Research has confirmed that teachers and teaching quality are the most powerful predictors of student success (Berry 2004; Kaplan and Owings 2004). Principals need to work with their teaching staffs in order to ensure that they are receiving the support and guidance necessary to grow professionally and meet the requirements of being "highly qualified." Duke and Stiggins (1990) present three reasons to focus on professional growth-oriented evaluation. The first is that competent teachers want it, as evidenced by their voluntary participation in all types of professional growth activities and their dissatisfaction with traditional evaluation systems. The second reason is legislation. In some states, such as Washington, Texas and Connecticut, the inclusion of ongoing professional development in the teacher evaluation system is mandated. The third reason

for emphasizing professional growth is related to the nature of the profession. Teachers are challenged with a continually expanding body of knowledge requiring change to keep up with new developments. If teachers are expected to achieve at a higher level than just acquiring new knowledge, to a level of understanding that produces a qualitative change in the way they perform, we must provide them with a vehicle to do so.

Singh and Sifflette (1996) state "to have an effective teaching cadre not only is it necessary to recruit competent teachers who are required to meet high educational standards and who demonstrate an aptitude for teaching, but it is also necessary to continually engage the teachers in the process of learning to become more effective teachers."(pg. 145) For schools to successfully help teachers meet the "highly qualified" standards required by the No Child Left Behind Legislation, schools need to provide quality professional development opportunities which can support and lead to growth among teachers. These professional development opportunities can be identified through the process of supervision. Zepeda (2004) indicated that instructional supervision cannot be reduced to single events but rather is a series of interconnected processes in which supervision, staff development, and evaluation is a seamless process.

Supervision is supposed to improve classroom instruction by facilitating a teacher's professional growth in order to enhance a teacher's skills and abilities. Some key questions come to mind when thinking about this issue. First, how is supervision currently being conducted in schools? Secondly, does supervision provide the guidance/support necessary for teachers to grow professionally and improve their abilities as teachers?

Supervision has been described by some as a non-event; paperwork that needs to be done as part of the beau racy in schools (Sergiovanni 1992). Others indicate that supervision plays an important role within our schools. In order for our educational system to move forward and meet the demands of the new age and increased accountability, supervisors need to be responsive to the needs of teachers and appreciate the changing and evolving nature of supervision as a field of practice. As a result, principals, head teachers and others filling the role of supervisor must understand the history of supervision and how it affects everyday practice. This will move supervision as a field of practice to understand how its process affects teachers' behavior and growth.

Statement of the Problem

The intent of this study is to analyze the impact of current supervisory practices in schools on teachers' professional growth and development from the principals' perspective. In the past, teacher supervision has not been a top priority in schools. As more attention is devoted to accountability in schools and its results are being used for a greater range of decision making, a supervisor's role in shaping teaching through growth oriented activities will increase. Educators must consider how supervision affects teaching and professional growth, rather than whether or not supervision will affect it. This study seeks to answer the following questions:

1. Do high school principals believe that current supervision models have an impact on teachers' professional growth?

2. What does the literature say about supervision in regards to professional growth?

3. What are the perceptions of Principal's regarding the dimensions and effectiveness of their present teacher supervision system in promoting teacher professional growth?

4. What suggestions do High School Principal's have for making improvements to supervision practices?

Chapter 2

Review of Literature

<u>**History of Supervision**</u>

Bolin and Panaritis (1992) state that supervision emerged as a field of practice around the turn of the century. However, the first records of supervisors date back to the eighteenth century when laypersons were used in order to inspect or check on teachers to determine the extent to which they were doing their jobs. These persons or inspectors were often times ministers, selectmen, schoolmasters or other citizens of the community. Their method of supervision stressed strict control and close observation of the school facilities. This type of supervision continued in America from the American Revolution through the middle of the nineteenth century. Glanz(1995) indicated that by the end of the nineteenth century, individuals concerned with the inefficiency in schools transformed schools into streamlined central administrative bureaucracies. During this period, superintendents used supervision as a means to legitimize their existence in the school system. Although changes were taking place in schools, supervision as inspection was still the dominant method used to administer schools.

Early in the twentieth century, attempts were made to align supervision in schools with models of industrial management. Glanz (2000) stated that at this time in American history, the industrial revolution played a significant role in society. The industrial revolution strove to modernize America and remove inefficiencies within our industries. The field of education mirrored this belief; the movement emphasized the

need for standardization of educational methods. Schools were viewed as factories, where raw materials (children) could be transformed into valuable products. During this time, what has come to be known as scientific management was utilized both in schools and factories across America.

Although the methods used varied, the fundamental belief in education was that teachers were instruments to be used by administrators to realize the goals of the particular school. Reitzug (1997) indicates that little data suggests that supervisors in schools played any part of a supportive role. More often it seemed that supervisors kept teachers under close surveillance and there was minimal effort beyond monitoring to enable teachers to expand there professional skills. Payne (1875), author of the first-published book on supervision stated that teachers must be held responsible for work performed in the classroom and supervisors as expert inspectors would oversee to ensure harmony and efficiency. Reitzug (1997) in his research of supervision textbooks indicates that supervision has been portrayed with the principal or supervisor as the expert superior to teachers and the teachers as deficient and voiceless, teaching a fixed technology. Anderson (1989) stated that many teachers perceived supervision in schools as an intrusion rather that a helping function.

Glanz (1995) indicated that bureaucratic supervision, which relied on these sorts of inspectional methods and seeking efficiency above all else continued to dominate the field until the early 1920's. At this time, a movement to alter supervisory theory and practice to a more democratic and helping focus was occurring. This change was influenced greatly by John Dewey's theories of democratic thinking, where supervisors attempted to use more cooperative problem solving approaches. This type of supervision,

known as democratic supervision implied that educators, including teachers, curriculum specialists, and supervisors would cooperate in order to improve instruction.

Throughout the 1930's, 40's, and 50's, the idea that supervision involved improving instruction based upon classroom observation gained momentum. Collaborative methods of supervision were expanded during the 1960's with a model known as clinical supervision. This model favored collaborative practices over inspectional fault finding ones. It prescribed a formal process of collaboration between teachers and supervisors in order to improve instruction and is still widely used today. As the field moved forward through the 1980's, 1990's,and early twenty-first century, models and conceptions of supervision have changed and emerged to extend democratic/collaborative methods of supervision. This was an attempt to try and disassociate the field of supervision from its bureaucratic and inspectional beginnings. However, there are authors who believe that supervision models although collaborative in nature are still control oriented (Sergiovanni 1975; Glanz 1995; Blase and Blase 1998).

Summary

Many researchers have indicated that supervision has been seen as devoid of meaning and ineffective. Since its beginning, supervision has focused on control-oriented processes and procedures. It is only with in the last several decades that educators have advocated that supervisory practices needed to accommodate the changing role of the teacher in order to foster the necessary professional growth to ensure instructional improvement. In order to get a better understanding of supervision and how the practice has changed, the rest of this chapter will be organized into the following sections: changing themes in supervision, supervision as a mechanism for growth.

Changing themes in Supervision

Since World War II, educational reforms have come and gone. This is especially true in the field of educational supervision. As I stated in the first section, supervision was control oriented for most of its history, however, as schools grew and communities became more interested in curriculum issues, the focus shifted from the efficiency of teachers to the quality of the teachers in our schools. Blasé and Blasé (1998), in the first part of their book, *Handbook of Instructional Leadership: How really good principals promote teaching and learning*, did an excellent job describing the trends in supervision over the years. They noted that Cogan, Anderson, and Krajewski in 1993 classified supervision approaches that appeared in the literature between 1850 and 1990:

1. Scientific Management

2. Democratic interaction approach

3. Cooperative supervision

4. Supervision as curriculum development

5. Clinical supervision

6. Group Dynamics and peer emphasis

7. Coaching and instructional supervision

Blasé and Blasé indicated that even though, as noted above that there have been an array of approaches to supervision, there still is significant disagreement about its essential nature.

Several other authors have also described the trends in supervision over its existence in schools. Glanz (1997) categorized the trends in supervisory practice using the descriptors, pre-modern, modern, and post-modern era. According to Glanz, in the pre-modern era (up to the 1920's), supervision was characterized in two ways: inspectional practices, which reflected the bureaucracy in education and the social efficacy movement, which used principles of scientific management to produce efficient, competent teachers. The modern era (1920-1980's) was characterized by democratic supervision, where supervisors attempted to employ democratic and scientific methods. Glanz indicated that democratic supervision implied that teachers and their supervisor's would cooperate and work together in order to improve instruction. The post-modern era (1990's-present) favors the term instructional leadership instead of supervision. According to Glanz and Waite, a post-modern supervisor would advocate a collegial relationship between supervisors and teachers. In this relationship, the supervisor is not the overseer, but a facilitator or confidante. The supervisor becomes a witness to a teaching episode in order to enter into a dialogue with the teacher.

In his article, Glanz (1995) highlights three approaches to supervision, which were suggested by a fellow colleague, and relates them to his conceptions of supervision. The three approaches are: the Applied Science Approach, which he indicates represents the modern conception of supervision, the Interpretive-Practical Approach; and the Critical Emancipatory Approach both of which could represent a post modern perspective.

Sergiovanni (1975) stated that supervisory practices in schools are based upon a combination of three general theories: traditional scientific management, human relations, and neo-scientific management. According to Sergiovanni, the traditional scientific management represents the classical autocratic philosophy of supervision, where teachers are viewed as extensions of management. Control, accountability and efficiency are emphasized in an atmosphere of clear-cut boss-subordinate relationships where teachers are heavily supervised. In human relations' supervision, supervisors create a feeling of satisfaction among teachers by showing an interest in them as people. The objective is to make teachers feel useful and important to the school. The focus is on "winning friends" to influence people. Lastly, the neo-scientific-management relies heavily on externally imposed authority and focuses on teacher competency, performance objectives, and cost-benefit analysis. It is assumed that if visible standards of performance can be identified, teachers can be held accountable.

The Pennsylvania State Education Association(2004) or PSEA in an interactive brief on teacher supervision also listed some major trends in the history of supervision:

- Industrial model (1940's-1960's) – Valued the teacher's efficient use of time and assumed that line supervisors understood generic processes of effective teaching.

- Clinical model (1960's) – Valued teaching skill and decision making and assumed teachers need continuing professional development activities.

- Collegial model (1980's) – Saw teaching as collegial and developmentally learned. Assumed that teachers can more effectively help other teachers achieve instructional goals.

- Human Development model (1990's) – Looked at teacher growth as related to organizational effectiveness. Assumed that student achievement is the heart of the educational enterprise.

It is the human development model that is most employed in today's schools with a focus on teacher professional growth through the use of peer mentoring, coaching, portfolios and professional growth plans. These forms of differentiated supervision allow teachers to make choices in how they are supervised. The thought being that all teachers do not want or need the same level of supervision. In other words, a veteran teacher has very different needs than a first or second year teacher.

As noted above, the supervisor's role has evolved from being control oriented to that of an agent of change and support to improve instruction within the classroom. However, in too many districts, the role of supervisor has remained varied and ambiguous. Krajewski (1997) notes that their title may be one of advisor, coordinator, department head, instructional specialist, or curriculum coordinator. The title and responsibility that comes with the designation may be confusing to the person supervising as well as the teachers. Glanz (1995) indicated that a lack of clarity as to even the duties or responsibilities of supervisors has been prevalent since around 1920, which has led to a lack of a definitive definition of the practice of supervision.

Another factor that has contributed to the confusion surrounding supervision as a field of practice is that the process of supervision has become synonymous with the word evaluation. McGreal (1997) stated that approximately 90 percent of all supervision done in the United States is conducted by line administrators operating within the parameters established by the local evaluation system. Duncan Waite (1997) believes that what

passes for supervision in many schools and districts is usually just another form of

evaluation. Nolan (1997) states that some school districts define teacher supervision and

evaluation as the same function both in policy and practice. In a study done by Ponticell

and Zepeda (2004) in which that asked the following questions: What is Supervision?

How is Supervision conducted? What are the teachers' role and principals' role in

supervision? And What does supervision mean to teachers and principals? They found

that for all teachers and the vast majority of principals, supervision was simply evaluation

conducted through fulfilling the "steps required by law where the principals' role was to

judge teacher performance and the teacher was the listener and implementer. This trend

in supervision has led to feelings of distrust between supervisors and teachers. These

feelings were characterized in part of an anonymous poem written in 1923:

> With keenly peering eyes and snooping nose,
> From room to room the Snoopervisor goes.
> He notes each slip, each fault with a lofty frown.
> And on his rating card he writes it down;
> His duty done, when he has brought to light,
> The things the teachers do that are not right….

Throughout its history and even today, supervision has been categorized as

"snoopervision" or a faultfinding process. Glanz(1995) concluded that supervision as it is

carried out today is nothing better than a "bureaucratic legacy of fault finding,

inspectional supervision." Also, Anderson (1989) makes mention that we live in a culture

that tends to define supervision as more of a nuisance than a necessary, valuable service.

It is only recently that steps have been taken by members of the field to separate

supervision from evaluation to try and help teachers grow professionally through

supervision.

James Nolan (1997) discusses the differences between supervision and evaluation in his chapter *"Can a Supervisor be a Coach."* Nolan saw teacher evaluation as an organizational function designed to make comprehensive judgments concerning teacher performance and competence for the purpose of personnel decisions such as tenure and continuing employment. On the other hand, he defined teacher supervision as an organizational function, which is concerned with promoting teacher growth and leading to improvement in teaching performance and greater student learning. In other words, he saw teacher evaluation as a summative process and teacher supervision as a formative process. In Nolan's definitions, the only similarity between the two is that they are both organizational functions that must be done within schools.

On the other end of the spectrum, Lee Goldsberry (1997) has stated that evaluation must be part of the supervisory process. He believes that they work together in tandem to effectively monitor and improve instruction within schools. He states, "Before anything can be improved it must first be evaluated to determine its good and bad parts. Such evaluation can be done in many ways, but must be done for the kind of progressive professional development we want for our teachers." Hazi (1994) in her interpretive case study of a New Jersey School District found that it is almost impossible to separate supervision and evaluation. In her study she found that although the supervisor who was the focus of the case, differentiated between supervision and evaluation, teachers did not. Hazi goes on to say that effective supervisory processes must accommodate at least two major purposes: The development and improvement of teacher competence and the evaluation of teachers. The development and improvement of teacher competencies is a formative process that provides supervisors with opportunities to help teachers grow

professionally and develop and refine effective teaching skills. The evaluation of teachers is a summative process that requires a supervisor to reach an overall summary or judgement of a teacher's performance for the purpose of making personnel decisions. As I have stated earlier, this leads to the distrust and confusion among the teachers and supervisor, which can be a barrier toward growth. Grimmett, Rostad, & Ford (1992) stated that in 1988, the Burnaby School District of British Columbia, Canada looked at the question of professional growth and evaluation. They concluded that the summative process of evaluation rarely contributes toward teachers' professional growth in a positive way.

The changes in trends in supervision led to a lack of a definitive definition; however, there has been consensus among researchers as to its purpose. Bolin and Panaritis (1992) stated that proponents of the field of education have held marked differences of opinion in regards to the nature of schools, teaching and curriculum. The history of supervision is characterized by these differences. When looking at the literature, there is no universally excepted definition of supervision. One reason is due to the fact that there have been so many models introduced, each with its own definitions and distinct language. Krajewski (1997) indicates that each supervision proponent or guru has developed his or her own philosophy of supervision, perhaps with a following of believers, but none of the philosophies have gained overall acceptance and understanding by the majority. Ponticell and Zepada (2004) listed various advocates of supervision models and their own definitions:

For Goldhammer (1969), supervision is a process for developing teachers'

Self-awareness and independence, together with a spirit of collective enterprise

To improve classroom practice. Cogan (1973) saw supervision in terms of

Developing professionally responsible teacher, who are self-directing, capable

of analyzing their own performance, and open to the assistance of others.

Acheson and Gall (1985) described supervision as an interactive, democratic

And teacher-centered process aimed at the professional development of teachers,

especially with regard to classroom performance. Glickman's (1985)

developmental model seeks to increase teachers' investment in schoolwide

instructional concerns and facilitate teachers self-direction, reflectivity

and decision-making capability. Most recently, Costa and Garmston's

(1994) cognitive coaching model views supervision as a process to

Mediate and enhance teachers' intellectual functions, decision-making

Capabilities and capacity to modify their own teaching behaviors. (pg.43)

So we are inundated with terms such as *supervision, collegial supervision, developmental supervision, clinical supervision, instructional supervision, differentiated supervision, peer supervision, cognitive coaching, and others*—each with its own definition. All of this has lead to confusion among practitioners and scholars alike.

Glanz (1995) indicates that. although many authors have attended to important aspects of history, a coherent and definitive history of supervision remains elusive. Supervision approaches have varied extensively over the decades and the perception of supervision has changed in relation to expectations and experiences within the field. The role of the supervisor has also changed as our culture has rethought and reinvented the purpose of schools.

Although there is no universal definition, there has been some agreement within the literature in regards to the purpose of supervision. In a Pennsylvania State Education Association interactive brief written in 2004, the association described supervision as a formative process focused on teacher growth to improve instruction. Brundage (1996) stated that traditionally, the purpose of supervision has been to improve teachers' instructional practices and ultimately to increase student learning. Sergiovanni (1975) and others have stated that supervision serves the purpose of improving classroom practice for the benefit of the student. In other words, supervision should help teachers grow and improve their skills to improve instruction and therefore benefit student learning.

Even from the beginning, when lay persons would inspect schools to today where more collaborative practices are being implemented, the purpose of supervision has always been to improve the instructional practices of the teachers. Sullivan (1997) stated that while the term supervision may still carry denotations and connotations suggesting rank, the purpose or function as it has come to be envisioned is not hierarchical. Sullivan goes on to say that supervision is a means of offering teachers specialized help in improving instruction. Nolan (1997) also states that the purpose of supervision is to promote individual teacher growth beyond their current level of performance in order to improve instruction. Although the trends in supervision have led to differences in opinion in regards to definitions and methods that should be employed, the question at hand is does supervision promote growth among teachers, as its purpose would suggest, or does it provide little help to educators within the classroom?

Summary

The constant state of evolution that has been present in the field of supervision has led to disagreement and confusion around its definition among both researchers and practitioners. Supervisory approaches have varied extensively and so have the perceptions of what supervision should be in schools. Research (Nolan, 1997; Waite, 1997 and Goldsberry, 1997) has found that in practice supervision is often confused with evaluation, when in fact, the two processes are distinctly different. In order for the concept of supervision to change to reflect its true purpose, which is to promote teacher growth to improve instruction, it has to distance itself from this evaluative stigma.

<u>Supervision as a mechanism for Growth</u>

In much of the literature, the terms' professional growth and professional development are used interchangeably. Professional growth or as some call it development has been defined and theorized as a linear process, where an individual moves through set stages to move towards professionalism (Glickman 1985). Glickman and others(Katz 1977; Vandervan 1990) state that adults change in predictable ways according to age, individual characteristics, and the demands of the environment. Glickman goes on to say that the principles of development that were uncovered for children apply equally to adults:

1. There are common stages of growth through which all humans are capable of passing.

2. The stages are in order in that one stage precedes the next.

3. The rate of passage from one stage to the next varies from individual to individual.

Others (Knowles 1979; Fleet and Patterson 2001) believe that adults do not expand their thinking or change their practice in linear or evenly paced stages. They state that each individual's experience of professional development is complex, unpredictable and dependent on contextual influences.

According to the thesaurus of the Educational Resources Informational Center Database, *professional development* refers to activities that enhance professional career growth. These activities can include advanced education at a college/university, in-service education, peer collaboration, coaching and mentoring. Fleet & Patterson (2001) discussed the concept of professional development as often including the expectation of

self-reflection and change in an individual's philosophy, approach and practice. They

also suggested that the influences that promote this change come from a variety of

sources. J.P. (Sando 1995) in her dissertation which studied the teacher evaluation

systems that promote teacher growth indicated that the

> Professional development of teachers needs to be the responsibility of the teacher
>
> and not a program that treats the teacher as a passive recipient of knowledge. The
>
> teacher must be challenged and encouraged to engage in reflective practice,
>
> collegiality and shared leadership. They must take responsibility for setting worthy
>
> goals. They should be encouraged to talk about teaching, initiate change in the school
>
> setting, and contribute to the knowledge base of the profession. (pg. 113)

She goes on to say that "the key to making the evaluation into a powerful tool is to

empower people to take responsibility for their own development and to recognize

teachers as learners as well as experts." (pg. 114) C. Del Litke (1996) states that

professional development is no longer viewed as an individuals professional choice as to

what conference or workshop to attend. It is now a deeply embedded philosophy driven

by district and school goals which focus not solely on the individual teacher's growth but

also on organizational growth in order to enhance student learning. He goes on to say that

professional development is no longer frill, but a necessity in assisting teachers to cope

with the ever increasing demands in education.

Charlotte Danielson (1996) stated that teaching is an extremely complex

endeavor. Teachers continually receive information from students and make decisions

about whether to stop, continue or redirect instruction. Teachers must consciously weigh

the impact of their words or action, make decisions without reflection or deliberation and

adjust teaching methods and expectations for different students. For supervision to have

an impact it is important to acknowledge the complexity of teaching in order to

effectively drive teacher growth and not create a meaningless structure that is only

followed out of necessity. As I had stated earlier, Danielson (1996) developed a

framework (Appendix A) for teaching which takes into account the intricacies of teaching

and allows supervisors and teachers the opportunity to focus on instructional practices

and set appropriate professional growth goals. The framework, which is divided into 4

main teaching domains and 22 components of teaching responsibility: planning and

preparation (domain 1), classroom environment (domain 2), instruction (domain 3), and

professional responsibility (domain 4). The framework can be a road map for the novice

teacher and provide guidance and a common language for the experienced professional.

Danielson states:

> A framework for professional practice can be used for a wide range of purposes,
>
> from meeting novices' needs to enhancing veterans' skill. Because teaching is
>
> complex, it is helpful to have a road map through the territory, structured around a
>
> shared understanding of teaching. Novice teachers, of necessity, are concerned
>
> with day-to-day survival; experienced teachers want to improve their
>
> effectiveness and help their colleagues do so as well; highly accomplished
>
> teachers want to move toward advanced certification and serve as a resource to
>
> less experienced colleagues. (pg. 2)

The Pennsylvania Department of Education has recently adopted Danielson's framework for teaching in order to assess teacher competency. The focus is on teacher performance through planning and preparation of instruction, maintaining a classroom environment, delivering instruction effectively and contributing to the profession of teaching.

It is important for teachers to be viewed as adult learners when looking at supervision. Malcolm Knowles (1979) identified five points that he states are foundation stones of adult learning theory.

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy.

2. Adults' orientation to learning is life-centered.

3. Experience is the richest resource for adults' learning.

4. Adults have a deep need to be self-directing.

5. Individual differences among people increase with age.

Ponticell and Zepeda (2004) indicate that supervision is supposed to improve classroom teaching by enhancing teacher thinking, reflection, and understanding of teaching. They go on to state that

Adult learners have a psychological need to be self directing. Learning is heavily influenced by adult's education, experience, and judgment and by their need to solve real-life problems. Adults are performance-centered, wanting feedback and opportunity for immediate application of new learning. Ultimately, adult learning is intrinsically motivated and socially influenced. (pg. 43)

With understanding of how teachers learn, the supervisor can plan direct assistance, in-service education, curriculum development, group development and action research at an appropriate level to stimulate professional growth and instructional improvement

For the purpose of this discussion, professional growth is defined as the process through which individuals hone their skills, improve their practice and keep current with changes in knowledge and technology that affect their professional lives. Supervision should drive professional growth by helping teacher identify their needs and areas of improvement. School districts have tried to accomplish this through "one size fits all" in-service programs veiled as professional development, which dictated prescribed teaching methods and strategies to improve student achievement. The assumption was that if teachers just followed the prescribed model they would become better teachers and therefore increase students' achievement and learning.

Studies have shown that teachers are turned off by this method and feel it stifles their creativity. Glickman (1985) indicates that most supervisors treat teachers as if they were all the same. He goes on to say that in most schools teachers all receive the same in-service workshops and observation techniques. Singh and Sifflette (1996) found that teachers in general find staff development programs ineffective. Their research reports that the way staff development is carried out in schools is resented by most teachers and considered a waste of time. In an NEA Foundation for the Improvement of Education report called *Teachers Take Charge of Their Learning*, it is stated that one-shot, district-determined, short-term programs have little effect on either teachers' or students' growth. However, in the report, the NEA did indicate that teachers did engage in professional development activities to improve student performance, to improve their teaching skills

and increase their own knowledge. With typical professional development programs not accomplishing the intended goal, the question is whether supervision as it is practices in schools promotes growth among teachers.

Supervision, throughout its history and even today has been described as control oriented with little regard for the professional needs or wants of the teacher. Although it has been difficult to find any studies that specifically delineate teacher growth through supervision there have been studies done which describe the effect of supervisor's behavior and practices and its effect on teacher's self-efficacy, which in turn can promote growth or lack of growth. Blase and Blasé (1998) looked at which characteristics of school principals influence positively and negatively teachers' classroom instruction. They surmised that spoken language has a powerful impact on teachers' instructional behavior and that facilitative, supportive actions by principals have a powerful effect on classroom instruction. Even though, their study went far in describing the effect principals' actions and behaviors as instructional leaders have on teachers, they did indicate in their book that there are no published comprehensive descriptions of how instructional supervision is actually practiced in schools and how teachers are affected by such supervision. Ponticell and Zepeda (2004) suggested that the supervisory activities that occupy principals' and teachers' time shape the meaning of supervision for them. For participating principals, supervision and evaluation meant following legal requirement. The improvement of teaching and learning was not central to the process. Kenneth Peterson (2004) in his article *Research on School Teacher Evauation* indicated that adminstrators rarely have the time and personnel to conduct evaluations the way they prefer. He also stated that

Krajewski (1978) reported the school administrators do not have the time to

Do teacher evaluation in the amount and frequency that they judge to be

necessary. He found that instructional supervision (including teacher evaluation)

was the single most desired role expressed by administrators, but it ended up

In time priority behind tasks such as administration of facilities, discipline,

And pupil services coordination. (pg. 71)

Zepeda and Ponticell (1998) indicate that "in supervision literature, studies based upon

teachers' perspectives on supervision are few and far between."(pg. 70)

In their study, they specifically looked at supervision from the teacher's perspective.

They found that teachers felt that it was important that supervisors understand their

unique teaching situation if they were to provide support or help. Teachers also felt that

validation of their abilities and work by the supervisor was important and was linked to

empowerment and increased self-awareness and self-direction.

Researchers have looked at personal factors, external factors and other issues that

have led to growth among teachers as professionals. Sing and Shifflette (1996) published

a study of the perceptions of 14 high school teachers who were evaluated as marginal and

who changed their teaching behaviors to become recognized in later evaluations as

competent teachers. Their study indicated that professional growth and development was

caused by a multitude of factors, activities, and people. In this study, Sing and Shifflette

examined the role of school related assistance in professional development. They found

that peer collaboration and self-awareness were the major causes for growth and change

among the teachers. Levin, Hoffman, and Badiali (1987) in a study of 549 rural

Pennsylvanian teachers found that supervision was perceived as helpful when teachers

understood that the process of supervision was intended to help them in the improvement of their teaching skills, when there was collaboration between teachers and supervisors, when supervisors focused teachers attention on instruction and when observations occurred often.

Peterson and Comeaux (1990) in their study of teachers' perspectives on the Florida teacher evaluation system found that teacher's perceptions were influenced by context and teacher experiences with evaluation.(Harrington 1998) , in her study of how a Professional Performance Plan for teachers was developed and implemented in a suburban school district, found that current forms of supervision needed to be changed. She states in her conclusion that "when current forms of supervision are forced on teachers, they typically react in ways that are counter productive in the long run." (pg. 66) Harrington indicated that teachers responded very positively to the new form of supervision because it "provided choices, was reflective and promoted professional growth." It also utilized the principles of adult growth as its rationale, which states that adults learn best when they participate in their own learning process, are given options and feel a positive sense of self-worth (pg 65-66).

C. Del Litke (1996) found that teachers felt that flexibility, choice and trust are major issues in establishing and maintaining professional growth. But in the same token indicated that time was the biggest barrier for professional growth to take root. Grimmett, Rostad and Ford (1992)discussed the role of collaborative cultures within schools in their chapter *The Transformation of Supervision*. They indicate that "with an emphasis on collaborative cultures teachers experience a heightened sense of teaching efficacy and professional empowerment…. In short, teachers will take charge of their professional

lives and engage in perpetual learning about their craft. In their chapter, Grimmett, Rostad and Ford pose an essential question which is at the heart of my proposed study, which is "how the do supervisor's foster instructional change in a way that nurtures an empowering form of teacher development?" In other words, how does supervision, as it is practiced promote teacher professional growth?

Summary

Supervision, throughout its history and even today has been described as control-oriented with little regard for the professional needs or wants of the teacher. In order for our educational system to move forward, the present day practice of supervision in schools will need to change. Supervision practices will have to reflect a more growth-oriented focus, that takes into account the learning needs and preferences of the teacher and empower them to improve and move their craft to the next level.

Chapter 3

METHODOLOGY

Introduction

Since its beginning, supervision has focused on control-oriented processes and procedures. It has only been over the last several decades that educators have advocated that supervision practices need to accommodate the changing role of the teacher in order to foster professional growth. The purpose of this study was to investigate high school principal's perceptions regarding their supervision practices. Through this investigation, the researcher analyzed the impact of current supervisory methods on teachers' professional growth and development. As more attention is devoted to accountability in schools and its results used for a greater range of decision making, a supervisor's role in shaping teaching through growth oriented activities will increase. Educators must consider how supervision affects teaching and professional growth, rather than whether or not supervision will affect it.

Statement of the Problem

The intent of this study is to analyze the impact of current supervisory practices in schools on teacher's professional growth and development from the principal's perspective.

Research Questions

This study sought to answer the following research questions.

1. Do high school principals believe that current supervision models have an impact on teachers' professional growth?

2. What does the literature say about supervision in regards to professional growth?

3. What are the perceptions of Principal's regarding the dimensions and effectiveness of their present teacher supervision system in promoting teacher professional growth?

4. What suggestions do High School Principal's have for making improvements to supervision practices?

Methodology and Procedures

This research was conducted using qualitative/naturalistic inquiry methods and is descriptive in nature. The goal was to investigate the effect supervision has on promoting teacher's professional growth from the principal's perspective. Patton(1997) in his discussion of the qualitative approach stated

> The evaluator using a qualitative approach seeks to capture
> what a program experience means to participants in their
> own words, through interviews, and in their day-to-day
> program settings through observations." (pg. 273)

He goes on to say that

> qualitative data consists of detailed descriptions of situations,
> events, people, interactions, and observed behavior, direct
> quotations from people about their experiences, attitudes, beliefs
> and thoughts. (pg. 273)

Naturalistic inquiry investigates phenomena within and in relation to their naturally occurring context. According to Guba and Lincoln (as cited in Worthen 1997) by taking a naturalistic approach to evaluation, the evaluator is studying the program activity in situ, or as it occurs naturally, without constraining, manipulating or controlling it. Naturalistic inquiry allows the researcher to learn perspectives and concepts used by participants to describe phenomena under study so that the researchers and other can understand it. Patton (1997) indicated that John Lofland suggested that there are four elements in collecting qualitative data. First, the qualitative evaluator must get close enough to the people and situation to be studied to be able to understand the depth and details of what goes on. Second, the qualitative evaluator must aim at capturing what actually takes place and what people actually say: the perceived facts. Third, qualitative data consists of a great deal of pure description of people, activities, and interactions. Fourth, qualitative data consists of direct quotations from people, both what they speak and what they write down.

This study sought to discover the perceptions of high school principals regarding supervisory practices and its effect on teacher's professional growth, therefore a case-study design was deemed most appropriate. Case-study design is descriptive, the goal is to develop a thorough, complete understanding of the case under study, to help others understand and judge its significance and the context within which it operates. Descriptive research is characterized by collecting data that takes the form of words. The data contains direct quotations to illustrate the phenomena under study.

The use of naturalistic/qualitative methodology will allow the researcher to investigate supervision practices as they are occurring within schools today with a focus

on how they effect teacher's professional growth. Patton (1997) states that qualitative/naturalistic researchers seek to describe dynamic program processes and understand their holistic effects on participants This investigation of supervisory practices will be from the perspective of high school principal's; with a semi-structured, open-ended interview being the primary method of data collection. Inductive design is used when looking at data collected through open-ended interviews. Qualitative researchers ask questions rather than test hypotheses.

Sampling

The initial study intended to look at supervisory practices from the perspective of the classroom teacher to see if they felt that the current methods used impact their professional growth. The original population was to be drawn from various high schools within Western Pennsylvania. The researcher met with difficulty accessing permission to survey and interview teachers about current supervisory practices due to current contract negotiations. In consultation with his advisor and committee members, a decision was made to change focus from high school teachers to high school principal's.

In qualitative research the important factor is not the number of participants, but rather the potential of each participant to add to the understanding and insight of the phenomena under study. In this study, it is the perspectives of high school principal that the researcher was interested in. Purposive sampling was used to identify the participants for this study. According to Worthen, Sanders, and Fitzpatrick (1997) purposive sampling is an approach in which a sample is drawn based upon particular purposes or judgements. It can be helpful to describe a subgroup and hence, to obtain a better understanding of a

practice as a whole. A total of ten principals' participated in this study. The selection of the principals was determined by the following criteria: 1) each one was currently a high school principal, 2) each one was a principal in a school within Western Pennsylvania and 3) each one had at least two years experience as a high school principal.

As the goal in a case study is to develop in-depth information about the case or phenomena at hand, not so much to generalize to a larger population, the researcher's purpose is to discover the interaction of significant factors characteristic of the phenomena. In this research, the phenomena or case is teacher professional growth, and the characteristics of the individual supervisory methods are the significant factors that influence that growth. The principal's were ensured that no identifying information would be used to guarantee confidentiality of their responses and the information gained through the interview. The interviews each was conducted within a twenty-five minute time frame and were done either over the phone or in person.

Data Collection

Data collection for this study was accomplished through a semi-structured interview that focused on the principal's perception of whether their current supervision practices effected their teacher's individual professional growth. Each principal was identified and contacted by the researcher to participate in the interview. The researcher introduced himself, discussed the purpose, general procedures and length of the interview. Confidentiality and anonymity were also discussed to put the informant at

ease. The interview consisted of 11 questions that focused on current supervisory practices used by the informant (see Appendix B). Patton (1997) indicated that naturalistic inquiry adheres to the assumption that the perspectives of others are meaningful, knowable, and able to be made explicit. According to Lincoln and Guba (1985) the purpose of interviewing, one strategy for exploring other's perspectives, is obtaining "here and now constructions" and "reconstruction's" of "persons, events, activities, organizations, feelings, motivations, claims, concerns and other entities.

In qualitative data collection, the researcher is the primary instrument, therefore validity can become challenge. Patton (1997) indicates that in qualitative methods, validity hinges to a great extent on the skill, competence, and rigor of the researcher. Lincoln and Guba (1985) indicated that the criteria used to judge the rigor of scientific inquiry also hold for naturalistic inquiry but require some reinterpretation. Lincoln and Guba (1985) use the terms credibility for internal validity. Validity of a study is measured by the ability of the results to be reproduced by other researchers. Triangulation is one method used by naturalistic/qualitative researchers to establish credibility or validity of a study. Triangulation involves examining the consistency of results from different sources or methods for measuring the same construct. When information from different sources, result in similar findings, this convergence adds to the strength of the results.

Data Analysis

Interviews were conducted to gather the data for this study. All of the interviews were done via the telephone with the researcher giving the informants the option of face to face interviews. The interviews were then transcribed by the researcher and the process

of content analysis was utilized to examine the data. According to Patton (1990) content analysis is the process of identifying, coding, and categorizing key patterns in the data.

In this study, the data collected in each interview were coded and the researcher identified the emerging themes. Lincoln and Guba (1985) summarized three ways that the themes could be identified: 1) consensus themes, which are when the majority of the principals stated the theme, 2) supported themes, which is when half of the principals stated the theme, and 3)individual themes, which is when only a couple of the principals stated the theme. The researcher categorized the themes and identified the themes using these descriptors. After the themes were identified, the researcher used quantitative measures to analyze and report the data. This was done by identifying how many informants stated each theme. Finally, a descriptive summary followed the data where the researcher referred back to the literature.

Introduction

The purpose of this study was to investigate high school principal's perceptions regarding their supervision practices. Through this investigation, the researcher analyzed the impact of current supervisory methods on teachers' professional growth and development. The researcher interviewed principal's of Western Pennsylvania high schools in regards to the supervision model they currently use to investigate their perception of it's effect on their teachers professional growth. This chapter includes a report on the interviews and an analysis of the data collected. A discussion of each research question and a report of the major and minor themes will follow.

Statement of the Problem

The intent of this study is to analyze the impact of current supervisory practices in schools on teacher's professional growth and development from the principal's perspective.

Research Questions

This study sought to answer the following research questions.

1. Do high school principals believe that current supervision models have an impact on teachers' professional growth?

2. What does the literature say about supervision in regards to professional growth?

3. What are the perceptions of Principal's regarding the dimensions and effectiveness of their present teacher supervision system in promoting teacher professional growth?

4. What suggestion do high school principals have for improving the supervision practices in schools?

Review of the Interview Process, Data Collection, and Analysis

Qualitative inquiry methods were used in this study. These methods allowed the researcher to capture an understanding of the perspectives of Principal's regarding supervision practices. Semi-structured interviews were used as the descriptive data collection tool regarding how supervision as it is practiced, has an effect on teacher professional growth. The researcher was the primary instrument for data collection and analysis.

The interview consisted of eleven open ended questions that were developed to collect descriptive data in the subjects' own words and from the subjects' perspective. The following are the interview questions used in the study:

1. How many years have you been a Principal?

2. How many teachers do you supervise/evaluate?

3. How often do you supervise /evaluate your teachers? Both formally and informally?

4. What supervision/evaluation model does your district use?

5. Have you ever received formal training in teacher supervision? If so where?

6. Are your teachers or have your teachers been involved in the development of the supervision/evaluation model?

7. Do you believe that the model used provides you the opportunity to positively impact teacher growth? If so why? If not, what are the barriers?

8. Do you believe your current supervision system is intended (has been effective in) to promote teacher growth or teacher accountability? Explain.

9. What do you believe are the greatest strengths of your current supervisory system?

10. What do you believe are the greatest weaknesses of your current supervisory system?

11. What suggestions would you make for improving supervision practices in your school?

This chapter will report the interview results with ten high school principals. The selection of the informants for the study was based upon the following criteria 1) each one was currently a high school principal, 2) each one was a principal in a school within Western Pennsylvania and 3) each one had at least two years experience as a high school principal. The interviews were scheduled over a four week period and were done primarily over the phone. The interview data was transcribed by the researcher. The transcribed information and data from the interviews was then analyzed using a content analysis method. The researcher coded and identified themes that emerged from the data. Using the analysis process recommended by Lincoln and Guba (1985) the emerging themes are reported by 1) consensus themes, which are when the majority of the principals stated the theme, 2) supported themes, which is when two to three of the principals stated the theme, and 3) individual themes, which is when only one of the principals stated the theme.

Addressing the Research Questions

The following section outlines each of the research questions identified in this study and identifies the series of interview questions, which were asked to each principal, that relate to the specific research question. The informant data for each research question were analyzed to identify themes that emerged. Lincoln and Guba (1985) summarized three ways that the themes could be identified: 1) consensus themes, which are when the majority of the principals stated the theme, 2) supported themes, which is when two to three of the principals stated the theme, and 3) individual themes, which is when only one of the principals stated the theme.

Research Question #1

   Do high school principals believe that current supervision models have an

   impact on teachers' professional growth?

Interview question, "Do you believe that the supervision model used provides you the

opportunity to positively impact teacher professional growth? If so why? If not , what are

the barriers?"

The intent of the researcher in asking the first research question was to gain an

understanding of whether principals believe or perceive that supervision promotes

professional growth among teachers.

Consensus Theme: Supervision does promote teacher professional growth.

Six out of the ten principals stated that they felt supervision as they practice it promotes

growth.

Principal #1: Yes, I believe that the model I use does allow me to effect teacher

growth. Through the use of the differentiated model, I can use individual strategies

to help teachers grow.

Principal #2: The model I use does allow me to effect teacher growth. The

walkthrough process allows teachers to move forward by focusing on certain aspects

of teaching which are predetermined by the staff and or district in collaboration

with the administration.

Principal #4: Yes, the structure of the Danielson model provides for growth oriented feedback.

Principal #5: Yes, it is meant for teacher growth. My teachers have provided feedback to me about how useful my supervision and the system has been for them. They have also stated that the whole experience is very positive and very helpful in pinpointing weaknesses, thus allowing them to focus on improving themselves for the benefit of the students.

Principal #6: Yes, this model can provide opportunity for teacher growth. It allows teachers to be supervised in ways that are beneficial to them.

Principal #7: Yes the model is very specific through the use of domains of teaching and indicating whether the teacher meets expectations or does not meet expectations. The system also looks at professional development and opportunities to improve upon what they are doing in the classroom.

Supporting Theme: Impact through feedback and focus on instruction

Principal #2: Also, because of the open nature of the process/method the teachers are motivated to focus on teaching and it allows them to grow through the experience.

Principal #4: The 426/427 forms allow for more feedback and give the ability to focus on specific teaching behaviors to impact instruction.

Principal #7: The system also allows for the evaluator to give specific feedback about teaching and learning going on in the classroom.

Supporting Theme: Time as a barrier

Principal #1: The difficulty is having the time to be as in-depth as you feel you need to be.

Principal #3: There is really no impact on a teacher's professional growth because of the time constraints.

Principal #6: However, it is limited because you only evaluate one time for 45 minutes.

Principal #8: Yes, if done properly, it can impact teachers greatly. But in terms of what I do the answer would be "no" and the reason being "time". I do not have the time to do clinical supervision the way it should be done. "There is just to much other stuff that gets in the way."

Individual Theme: Supervision as an open conversation

Principal #1: I believe the system I use is more towards growth due to the opportunity teachers have to provide input. The evaluation/supervision conference I have with my teachers is an open conversation about instruction and student learning.

Research Question #2

What does the literature say about supervision in regards to professional growth?

Supervision, throughout its history and even today has been described as control oriented with little regard for the professional needs or wants of the teacher. Although it has been difficult to find any studies that specifically delineate teacher growth through supervision there have been studies done which describe the effect of supervisor's behavior and practices and its effect on teacher's self-efficacy, which in turn can promote growth or lack of growth. Blase and Blasé (1998) looked at which characteristics of school principals influence positively and negatively teachers' classroom instruction. They surmised that spoken language has a powerful impact on teachers' instructional behavior and that facilitative, supportive actions by principals have a powerful effect on classroom instruction. Even though, their study went far in describing the effect principals' actions and behaviors as instructional leaders have on teachers, they did indicate in their book that there are no published comprehensive descriptions of how instructional supervision is actually practiced in schools and how teachers are affected by such supervision.

Zepada and Ponticell (1998) indicate that "in supervision literature, studies based upon teachers' perspectives on supervision are few and far between."(pg. 70) In their study, they specifically looked at supervision from the teacher's perspective. They found that teachers felt that it was important that supervisors understand their unique teaching situation if they were to provide support or help. Teachers also felt that validation of their abilities and work by the supervisor was important and was linked to empowerment and increased self-awareness and self-direction.

Researchers have looked at personal factors, external factors and other issues that have led to growth among teachers as professionals. Sing and Shifflette (1996) published

a study of the perceptions of 14 high school teachers who were evaluated as marginal and who changed their teaching behaviors to become recognized in later evaluations as competent teachers. Their study indicated that professional growth and development was caused by a multitude of factors, activities, and people. In this study, they examined the role of school related assistance in professional development. They found that peer collaboration and self-awareness were the major causes for growth and change among the teachers. Levin, Hoffman, and Badiali (1987) in a study of 549 rural Pennsylvanian teachers found that supervision was perceived as helpful when teachers understood that the process of supervision was intended to help them in the improvement of their teaching skills, when there was collaboration between teachers and supervisors, when supervisors focused teachers attention on instruction and when observations occurred often.

Peterson and Comeaux (1990) in their study of teachers' perspectives on the Florida teacher evaluation system found that teacher's perceptions were influenced by context and teacher experiences with evaluation. Harrington (1998) , in her study of how a Professional Performance Plan for teachers was developed and implemented in a suburban school district, found that current forms of supervision needed to be changed. She states in her conclusion that "when current forms of supervision are forced on teachers, they typically react in ways that are counter productive in the long run." (pg. 66) Harrington indicated that teachers responded very positively to the new form of supervision because it "provided choices, was reflective and promoted professional growth." It also utilized the principles of adult growth as its rationale, which states that

adults learn best when they participate in their own learning process, are given options and feel a positive sense of self-worth (pg 65-66).

C. Del Litke (1996) found that teachers felt that flexibility, choice and trust are major issues in establishing and maintaining professional growth. But in the same token indicated that time was the biggest barrier for professional growth to take root. Grimmett, Rostad and Ford (1992)discussed the role of collaborative cultures within schools in their chapter *The Transformation of Supervision*. They indicate that "with an emphasis on collaborative cultures teachers experience a heightened sense of teaching efficacy and professional empowerment…. In short, teachers will take charge of their professional lives and engage in perpetual learning about their craft.

Research Question #3

What are the perceptions of Principal's regarding the dimensions and effectiveness of their present teacher supervision system in promoting teacher professional growth?

Interview questions: What supervision/evaluation model does your district use?, What do you feel are the greatest strengths of your current supervisory system?

The intent of the researcher in asking question #3 was to determine what parts or dimensions of their supervision practice do they perceive as important tools in promoting teacher growth.

Consensus Theme: Use of "look-fors" in the walkthrough method.

Principal #1: I do what I would term "cyber" walkthroughs to get a picture of what is happening in the classrooms. The accessibility I have to student work and

evidence of teacher work through e-mails are what I consider my look fors and are very easy to see if they are happening or not.

Principal #2: We utilize the walkthrough method and developed both district and school wide "look fors", which really focus on instruction and student learning. The walkthroughs are very positive and focused on improving student learning through instruction.

Principal #4: This system does not rely on a structured 45 minute observation. I can get a snap shot of what is going in a class in 5/10 minutes. The use of the categories or look fors allow me to pinpoint teacher's strengths and weaknesses and really focus on them.

Principal #5: The walkthrough model we use has lookfors which were developed by the staff in conjunction with the administration to focus the entire school on specific instructional strategies in the classroom. Thus, allowing them to focus on improving themselves for the benefit of the students.

Principal #7: The walkthroughs allow me to do group debriefings, which provide more input from teachers. The system allows me to focus on specific areas through the look fors that have an affect on teachers instructional growth.

Supporting Theme: Use of Portfolio's

Principal #1: Teachers are asked to bring with them some sources of evidence, much like portfolio, which facilitates discussion around their teaching and student learning within their classroom.

Principal #2 Every non-tenured teacher creates a portfolio with written reflections that fall into the four categories of the 426 form, plus a reflection which is shared with their mentor for feedback on their instruction and areas for growth

Supporting Theme: Use of a Differentiated model

Principal #1: Through the use of a differentiated model, I can use individual strategies to help my teachers grow. People are in different places both professionally and personally, so you need to be able to have individualized strategies to assist the individual teacher.

Principal #6: We use a differentiated model where teachers are put on different levels based on tenure or non-tenure in the district. This allows teachers to be supervised in ways that are beneficial to them, not everyone is on the clinical supervision level. Some teachers do portfolios, others do projects.

Supporting Theme: Use of Charlotte Danielson's Framework for teaching

Principal #4: We utilize Charlotte Danielson's framework for teaching using the 426/427 forms from the state. The structure of the Danielson model provides for

growth oriented feedback. The 426/427 forms allow for more information about behaviors than the old DEBI forms.

Principal #7: The district adopted the Charlotte Danielson model using the teaching framework. The model is very through the use of the domains of teaching. The system allows the evaluator to give very specific feedback about teaching and learning going on in the classroom.

Research question #4

What suggestions do principals have for improving supervisory practices in schools?

Interview Question: What suggestions would you make for improving supervision practices in your school?

The intent of the researcher in asking this question was to investigate what suggestion Principals had for improving supervision as it is practiced in schools today.

Consensus Theme: More time is needed

Principal #1: Take away the non-instructional duties that negatively effect the time available to do evaluations to do evaluations and interact with teachers around instructional issues and strategies. Possibly have an instructional principal and a managerial principal.

Principal #2: I would create more time for planning and collaboration with faculty for better implementation of the system.

Principal #4: Provide more time to focus on what teachers need. Time is a major factor in the quality of supervision given.

Principal #5: Have the teachers be more part of the system, creating more time for them to be reflective, which I believe would promote growth.

Principal #6: I would move from doing just one observation for 45 minutes to five 10-minute observations to allow me to spend more time in different classrooms.

Principal #9: I would give teachers half a day to be able to discuss what they have done to improve their instruction. This would allow time for discussion and exchange of ideas.

Supporting Theme: To move toward other strategies such as portfolios, peer observations, and differentiated supervision.

Principal #3: I would use teacher portfolios, lower the number of teachers per administrator and allow for differentiated supervision because master teachers do not need as much support or time as less skilled teachers.

Principal #8: I would narrow the number of teachers formally evaluated, for example 1/3 formal clinical observations and the othe 2/3 more geared toward professional development. I would also suggest more peer observation, so teacher could learn from each other

Principal #5: Use a portfolio for teachers to display their skills and areas of growth. Brundage (1996) indicated that "when colleagues work together, all the human resources of the school are used rather that relying on one person, the supervisor, to provide expertise in all areas. Teachers knowledge is recognized and valued and improvements in teaching are likely to occur."

Supportive Theme: Less Paperwork

Principal #5: I would streamline the paperwork to reduce redundancy. Have a self-assessment tool for the teachers to use.

Principal # 7: I would provide templates on the computer to save time. I would also submit the evaluations electronically to build a database and provide a wat to reference specific domain areas to be able to get a picture across the district as to what needs to be focused on.

Summary

In this chapter, the interview process, data collection and analysis were and reviewed. A summary of the interviews and data analysis were presented. The emerging consensus, supporting, and individual themes were identified. The supporting data quotes for each theme were listed.

Chapter 5

Conclusions and Recommendations

Overview

Supervision has been described by some as a non-event; paperwork that needs to be done as part of the beau racy in schools (Sergiovanni 1992). Others indicate that supervision can play an important role within our schools.

Research has confirmed that teachers and teaching quality are the most powerful predictors of student success (Berry 2004; Kaplan and Owings 2004). Principals need to be able to work with their teaching staffs in order to ensure that they are receiving the support and guidance necessary to grow professionally. Duke and Stiggins (1990) presented three reasons to focus on professional growth-oriented evaluation. The first is that competent teachers want it, as evidenced by their voluntary participation in all types of professional growth activities and their dissatisfaction with traditional evaluation systems. The second reason is legislation. In some states, such as Washington, Texas and Connecticut, the inclusion of ongoing professional development in the teacher evaluation system is mandated. The third reason for emphasizing professional growth is related to the nature of the profession. Teachers are challenged with a continually expanding body of knowledge requiring change to keep up with new developments. If teachers are expected to achieve at a higher level than just acquiring new knowledge, to a level of

understanding that produces a qualitative change in the way they perform, we must provide them with a vehicle to do so.

Singh and Sifflette (1996) state "to have an effective teaching cadre not only is it necessary to recruit competent teachers who are required to meet high educational standards and who demonstrate an aptitude for teaching, but it is also necessary to continually engage the teachers in the process of learning to become more effective teachers."(pg. 145) For schools to successfully help teachers meet the "highly qualified" standards required by the No Child Left Behind Legislation, schools need to provide quality professional development opportunities which can support and lead to growth among teachers. These professional development opportunities can be identified through the process of supervision. Supervision is to improve classroom instruction by facilitating a teacher's professional growth in order to enhance a teacher's skills and abilities.

Summary of Purpose of the Study

The purpose of this study was to investigate high school principal's perceptions regarding their supervision practices. Through this investigation, the researcher analyzed the impact of current supervisory methods on teachers' professional growth and development. The researcher interviewed principal's of Western Pennsylvania high schools in regards to the supervision model they currently use to investigate their perception of it's effect on their teachers professional growth.

Summary of Research Methodology

A case study approach was used to develop insights into the phenomenon, in this case, the practice of supervision in schools. Qualitative inquiry methods were used in this study. These methods allowed the researcher to capture an understanding of the perspectives of Principal's regarding supervision practices. Semi-structured interviews were used as the descriptive data collection tool regarding how supervision as it is practiced, has an effect on teacher professional growth. The researcher was the primary instrument for data collection and analysis.

The interview consisted of eleven open ended questions that were developed to collect descriptive data in the subjects' own words and from the subjects' perspective. The subjects expressed their thoughts and opinions and his or her perspectives on how they practice supervision and its effect on teacher professional growth. The critical factor was not the quantity of participants, but the quality of the responses. The selection of the participants for the study was based upon the following criteria 1) each one was currently a high school principal, 2) each one was a principal in a school within Western Pennsylvania and 3) each one had at least two years experience as a high school principal. The interviews were scheduled over a four week period and were done primarily over the phone. The interview data was transcribed by the researcher. The transcribed information and data from the interviews was then analyzed using a content analysis method. The researcher coded and identified themes that emerged from the data. Using the analysis process recommended by Lincoln and Guba (1985) the identified emerging themes were reported by 1) consensus themes, which are when the majority of the principals stated the theme, 2) supported themes, which is when two to

three of the principals stated the theme, and 3) individual themes, which is when only one of the principals stated the theme.

This researcher found it interesting to note that as was reported in the third chapter, the original construct of this study was to survey high school teachers regarding their perceptions of supervision. The focus of the survey was to identify whether teachers felt supervision had an effect on their professional growth. As was stated in the third chapter, this researcher met with resistance from school districts when he asked permission to survey their teachers. All of the districts originally contacted stated that they were not interested in participating in the study because of the touchy nature of the subject, teacher supervision and its relationship with teacher contract negotiations. It seems odd to this researcher that the districts would not want to gain a better understanding of teacher's perceptions of supervision so they could design a program that not only meets the needs of their teachers but also has bye-in from the staff. In order to move forward with the study the researcher decided to move from surveying teachers to interviewing principals about supervision and its effect upon teachers professional growth.

<u>Summary and Analysis of Findings</u>

The data gathered from the interviews of the principals were organized within the following eleven emergent themes:

1. Supervision does promote teacher professional growth;

2. Impact through feedback and focus on instruction;

3. Time as a barrier;

4. Supervision as an open conversation;

5. Use of the walkthrough model;

6. Use of portfolios;

7. Use of differentiated model;

8. Use of Charlotte Danielson's Framework for teaching;

9. More time is needed;

10. Move toward other strategies such as portfolios, peer observations, and differentiated supervision.

11. Less paperwork

The theme of time was listed twice by the researcher. The first was time as a barrier which participants indicated stemmed from their own management of time in regards to supervisory practices. The second was more time is needed which stemmed from their feeling that the amount of time that they were given as administrators by the district to carry out the supervision should be changed. The concern stemmed from the belief that conflicting demands and administrative duties often left them with insufficient time for teacher supervision. Although the findings of this study are not generalizable, they do provide valuable insight into the practice of supervision and its effect on teacher professional growth.

Addressing the First Research Question

Do high school principals believe that current supervision models have an impact on teachers' professional growth?

The intent of the researcher asking this question was to try and ascertain whether practicing principal's felt that the current supervision models used in schools actually

impact teacher professional growth. There was a consensus theme across the interviews, which was that the principals believed that supervision can effect teacher's professional growth. The principals interviewed felt that growth among their teachers occurred through the feedback they gave from the individual observations of teachers classrooms. Also the informants felt that their ability to focus on the instruction taking place in the classrooms allowed them to effect teacher's growth. Through their individual processes of supervision, the principals felt as though they could pinpoint strengths and weaknesses and work with their teacher or teachers to facilitate growth in areas of need and support their teachers along a path towards growth and increased skill.

One theme that emerged through the analysis that is significant is that some of the principals felt that although supervision can effect teacher professional growth, time was a barrier to the process. They indicated that more time is needed to effectively supervise teachers and facilitate conversations around the instruction taking place to effect growth in a positive manner. These themes that emerged from the interviews are supported by the research of Blasé and Blasé (1998), Sing and Shifflette (1996) as well as Zepada and Ponticell (1998) which indicated that spoken language has a powerful impact on teachers' instructional behavior and that facilitative, and supportive actions by principals have a powerful effect on classroom instruction. The research also indicated that teachers felt that validation of their abilities and work by the supervisor was important and linked to empowerment and increased self awareness and self-direction.

Addressing the Second Research Question

What does the literature say about supervision in regards to teacher professional growth?

The intent in the researcher asking this question was to gain an understanding of the literature around teacher professional growth, with a focus on whether supervision has any effect on teacher's as they move forward in their profession.

In much of the literature, the terms' professional growth and professional development are used interchangeably. Professional growth or as some call it development has been defined and theorized as a linear process, where an individual moves through set stages to move towards professionalism (Glickman 1985). Glickman and others(Katz 1977; Vandervan 1990) state that adults change in predictable ways according to age, individual characteristics, and the demands of the environment. Glickman goes on to say that the principles of development that were uncovered for children apply equally to adults:

1. There are common stages of growth through which all humans are capable of passing.

2. The stages are in order in that one stage precedes the next.

3. The rate of passage from one stage to the next varies from individual to individual.

Others (Knowles 1979; Fleet and Patterson 2001) believe that adults do not expand their thinking or change their practice in linear or evenly paced stages. They state that each individual's experience of professional development is complex, unpredictable and dependent on contextual influences.

According to the thesaurus of the Educational Resources Informational Center Database, *professional development* refers to activities that enhance professional career

growth. These activities can include advanced education at a college/university, in-service education, peer collaboration, coaching and mentoring. Fleet & Patterson (2001) discussed the concept of professional development as often including the expectation of self-reflection and change in an individual's philosophy, approach and practice. They also suggested that the influences that promote this change come from a variety of sources. J.P. Sando (1995) in her dissertation which studied the teacher evaluation systems that promote teacher growth indicated that the

> Professional development of teachers needs to be the responsibility of the teacher and not a program that treats the teacher as a passive recipient of knowledge. The teacher must be challenged and encouraged to engage in reflective practice, collegiality and shared leadership. They must take responsibility for setting worthy goals. They should be encouraged to talk about teaching, initiate change in the school setting, and contribute to the knowledge base of the profession. (pg. 113)

She goes on to say that "the key to making the evaluation into a powerful tool is to empower people to take responsibility for their own development and to recognize teachers as learners as well as experts." (pg. 114) C. Del Litke (1996) states that professional development is no longer viewed as an individuals professional choice as to what conference or workshop to attend. It is now a deeply embedded philosophy driven by district and school goals which focus not solely on the individual teacher's growth but also on organizational growth in order to enhance student learning. He goes on to say that

professional development is no longer frill, but a necessity in assisting teachers to cope with the ever increasing demands in education.

Charlotte Danielson (1996) stated that teaching is an extremely complex endeavor. Teachers continually receive information from students and make decisions about whether to stop, continue or redirect instruction. Teachers must consciously weigh the impact of their words or action, make decisions without reflection or deliberation and adjust teaching methods and expectations for different students. For supervision to have an impact it is important to acknowledge the complexity of teaching in order to effectively drive teacher growth and not create a meaningless structure that is only followed out of necessity. As I had stated earlier, Danielson (1996) developed a framework (Appendix A) for teaching which takes into account the intricacies of teaching and allows supervisors and teachers the opportunity to focus on instructional practices and set appropriate professional growth goals. The framework, which is divided into 4 main teaching domains and 22 components of teaching responsibility: planning and preparation (domain 1), classroom environment (domain 2), instruction (domain 3), and professional responsibility (domain 4). It can be a road map for the novice teacher and provide guidance and a common language for the experienced professional. Danielson states:

> A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skill. Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching. Novice teachers, of necessity, are concerned

with day-to-day survival; experienced teachers want to improve their

effectiveness and help their colleagues do so as well; highly accomplished

teachers want to move toward advanced certification and serve as a resource to

less experienced colleagues. (pg. 2)

The Pennsylvania Department of Education has recently adopted this framework for

teaching in order to assess teacher competency. The focus is on teacher performance

through planning and preparation of instruction, maintaining a classroom environment,

delivering instruction effectively and contributing to the profession of teaching.

It is important for teachers to be viewed as adult learners when looking at

supervision. Malcolm Knowles (1979) identified five points that he states are foundation

stones of adult learning theory.

1. Adults are motivated to learn as they experience needs and interests that
    learning will satisfy.

2. Adults' orientation to learning is life-centered.

3. Experience is the richest resource for adults' learning.

4. Adults have a deep need to be self-directing.

5. Individual differences among people increase with age.

Ponticell and Zepeda (2004) indicate that supervision is supposed to improve classroom

teaching by enhancing teacher thinking, reflection, and understanding of teaching. They

go on to state that

Adult learners have a psychological need to be self directing. Learning is heavily

influenced by adult's education, experience, and judgement and by their need to

solve real-life problems. Adults are performance-centered, wanting feedback and

opportunity for immediate application of new learning. Ultimately, adult learning

is intrinsically motivated and socially influenced. (pg. 43)

With understanding of how teachers learn, the supervisor can plan direct assistance, in-service education, curriculum development, group development and action research at an appropriate level to stimulate professional growth and instructional improvement

Supervision should drive professional growth by helping teacher identify their needs and areas of improvement. School districts have tried to accomplish this through "one size fits all" in-service programs veiled as professional development, which dictated prescribed teaching methods and strategies to improve student achievement. The assumption was that if teachers just followed the prescribed model they would become better teachers and therefore increase students' achievement and learning.

Studies have shown that teachers are turned off by this method and feel it stifles their creativity. Glickman (1985) indicates that most supervisors treat teachers as if they were all the same. He goes on to say that in most schools teachers all receive the same in-service workshops and observation techniques. Singh and Sifflette (1996) found that teachers in general find staff development programs ineffective. Their research reports that the way staff development is carried out in schools is resented by most teachers and considered a waste of time. In an NEA Foundation for the Improvement of Education report called *Teachers Take Charge of Their Learning*, it is stated that one-shot, district-determined, short-term programs have little effect on either teachers' or students' growth. However, in the report, the NEA did indicate that teachers did engage in professional development activities to improve student performance, to improve their teaching skills

and increase their own knowledge. With typical professional development programs not accomplishing the intended goal, the question is whether supervision as it is practices in schools promotes growth among teachers.

Supervision, throughout its history and even today has been described as control oriented with little regard for the professional needs or wants of the teacher. Although it has been difficult to find any studies that specifically delineate teacher growth through supervision there have been studies done which describe the effect of supervisor's behavior and practices and its effect on teacher's self-efficacy, which in turn can promote growth or lack of growth. Blase and Blasé (1998) looked at which characteristics of school principals influence positively and negatively teachers' classroom instruction. They surmised that spoken language has a powerful impact on teachers' instructional behavior and that facilitative, supportive actions by principals have a powerful effect on classroom instruction. Even though, their study went far in describing the effect principals' actions and behaviors as instructional leaders have on teachers, they did indicate in their book that there are no published comprehensive descriptions of how instructional supervision is actually practiced in schools and how teachers are affected by such supervision.

Zepada and Ponticell (1998) indicate that "in supervision literature, studies based upon teachers' perspectives on supervision are few and far between."(pg. 70) In their study, they specifically looked at supervision from the teacher's perspective. They found that teachers felt that it was important that supervisors understand their unique teaching situation if they were to provide support or help. Teachers also felt that

validation of their abilities and work by the supervisor was important and was linked to empowerment and increased self-awareness and self-direction.

Researchers have looked at personal factors, external factors and other issues that have led to growth among teachers as professionals. Sing and Shifflette (1996) published a study of the perceptions of 14 high school teachers who were evaluated as marginal and who changed their teaching behaviors to become recognized in later evaluations as competent teachers. Their study indicated that professional growth and development was caused by a multitude of factors, activities, and people. In this study, they examined the role of school related assistance in professional development. They found that peer collaboration and self-awareness were the major causes for growth and change among the teachers. Levin, Hoffman, and Badiali (1987) in a study of 549 rural Pennsylvanian teachers found that supervision was perceived as helpful when teachers understood that the process of supervision was intended to help them in the improvement of their teaching skills, when there was collaboration between teachers and supervisors, when supervisors focused teachers attention on instruction and when observations occurred often.

Peterson and Comeaux (1990) in their study of teachers' perspectives on the Florida teacher evaluation system found that teacher's perceptions were influenced by context and teacher experiences with evaluation.(Harrington 1998) , in her study of how a Professional Performance Plan for teachers was developed and implemented in a suburban school district, found that current forms of supervision needed to be changed. She states in her conclusion that "when current forms of supervision are forced on teachers, they typically react in ways that are counter productive in the long run." (pg. 66)

Harrington indicated that teachers responded very positively to the new form of supervision because it "provided choices, was reflective and promoted professional growth." It also utilized the principles of adult growth as its rationale, which states that adults learn best when they participate in their own learning process, are given options and feel a positive sense of self-worth (pg 65-66).

C. Del Litke (1996) found that teachers felt that flexibility, choice and trust are major issues in establishing and maintaining professional growth. But in the same token indicated that time was the biggest barrier for professional growth to take root. Grimmett, Rostad and Ford (1992)discussed the role of collaborative cultures within schools in their chapter *The Transformation of Supervision*. They indicate that "with an emphasis on collaborative cultures teachers experience a heightened sense of teaching efficacy and professional empowerment…. In short, teachers will take charge of their professional lives and engage in perpetual learning about their craft. In their chapter, they pose an essential question which is at the heart of my proposed study, which is "how the do supervisor's foster instructional change in a way that nurtures an empowering form of teacher development?" In other words, how does supervision, as it is practiced promote teacher professional growth?

<u>**Addressing Research Question Three**</u>

What are the perceptions of Principal's regarding the dimensions and effectiveness of their present teacher supervision systems in promoting teacher professional growth?

The intent of the researcher in asking this question was to gain an understanding of the specific aspects of supervision models and their effectiveness in promoting teacher professional growth from the perspective of the individual using the model.

The majority of principal's that were interviewed by the researcher believed that their current system of teacher supervision was effective in promoting teacher professional growth. The dimension most commonly referred to by the principal's was the use of the walkthrough model of supervision with the utilization of lookfors or specific aspects the principals would look for when they entered the classroom. This dimension allowed the principal's to focus on the important aspects of instruction and assist teachers in working on specific areas of weakness as well as support individuals in strengthening their skills and moving into new areas of instructional strategies.

The use of portfolio's was also mentioned by the informants as a part of the supervision process which can effectively document professional growth among teachers. Portfolio's are exhibits by teachers of their knowledge, skills and dispositions about education. They allow for teachers to reflect upon their teaching and professional development. Differentiated supervision was also indicated as a model which promoted teacher growth by giving the informants the ability to work with teachers who were at different stages in their teaching careers. Differentiated supervision as stated by Glatthorn

(1997) is an approach to supervision that provides teachers with options about the kind of supervisory services they receive. The use of differentiated supervision gives teachers a choice in how they are supervised. The school of thought is that all teachers do not need or want the same level of supervision.

Several of the informants indicated that their supervision model was designed after Charlotte Danielson's framework for teaching which provided them with a tool to br able to truly focus on practice of teaching. They felt that the domains that Danielson designed provides growth oriented feedback for the instruction they were observing in the classroom.

Addressing Research Question Four

What suggestions do principals have for improving supervision practices in schools?

The intent of the researcher in asking this question was to gain an understanding of what principals believe would improve the practice of supervision. The principals who participate in the interview each had their own suggestions based upon their own personal experience with supervision. The most common suggestion was to create more time for supervision to occur. There were several principals who indicated that they do not have enough time to carry out supervision effectively or at least not as effectively as they would like. Peterson (2004) in his article *Research on School Teacher Evauation* indicated that administrators rarely have the time and personnel to conduct evaluations the way they prefer. The informants sited other duties that get in the way of being able to get into the classrooms as a reason to either take all of the non-instructional supervisory

duties off of their plates or hire managerial principals to allow them the time to focus on

classroom instruction and develop growth plans for their teachers. Other suggestions

were to move toward peer observations and the use of portfolios to as ways to supervise

teachers. There is research (Brundage 1996; St. Maurice and Shaw 2004; Arnua, Kahrs,

and Kruskamp 2004) that both of these two methods can be successful in allowing

teachers to participate in the supervision process which can lead to increased professional

growth.

Conclusions and Recommendations

Based upon the results of this study and the review of the literature on supervision, it is

obvious that supervision can have an effect upon teacher's professional growth.

Principals can help teachers to actively participate in teacher evaluation and supervision.

Zepeda (2004) stated

> Given the individualized nature of learning, supervision—regardless if using the
>
> clinical model or variations that can be embedded within the model (e.g., peer
>
> coaching, portfolios)—needs differentiated (Glatthorn, 1997), developmental
>
> (Glickman, Gordon, & Ross-Gordon, 1998), and embedded in the work lives of
>
> teachers (Zepeda, 2003) to meet their needs (pg. 1)

This researcher believes that supervision should incorporate aspects of the walkthrough

method as well as the differentiated model. The walkthrough method allows principals to

gather more information about what is happening in the classrooms across an entire

school year. It also provides clear expectations to the teachers about what is important in

regards to instruction through the development of the look-fors. These look-fors should

be developed in conjunction with the teaching staff so everyone is involved in the process. The walkthrough method involves brief, unscheduled classroom visits, where the principal looks for evidence of student learning. Walkthroughs can be a valuable data source because they sample ongoing instruction without being intrusive and provide more flexibility in focusing on what makes a difference in school functioning and student learning.

The differentiated model allows principals to assist all of teachers at there levels. Not every teacher needs or wants the same level of supervision. The differentiated model allows teachers not only to choose how they will be evaluated but what they will be evaluated on. 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. All teachers need support and feedback, but that feedback does not need to come only from supervisors or principals. The support can come from fellow teachers and even students. This approach to supervision allows the supervisor or principal to find the time to focus his or her efforts where they are needed the most. The model as described by Glatthorn offers the following choices to teachers:

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

Supervision procedures and practices should respect the individual differences in teachers and the complex nature of teaching. They should utilize the proponents of adult

leaning theory to meet the needs of teachers. Supervision practices must acknowledge that there is no one way to teach content to children therefore multiple levels of supervision should be available to principals to help teachers grow and improve their instructional abilities. Supervision practices must allow teachers to engage in discussions with their peers around teaching and learning. Principals have to be able to provide teachers with choices and be able to support teachers attempting new instructional strategies. Supervision practices need to allow both the principal and teacher to work collaboratively around the instruction and learning taking place in the classroom so that growth can take place. Lastly, the supervisor needs to foster a culture of support and trust in order to effectively move teachers forward as well as provide professional development opportunities that are meaningful and continuous. This will allow the process of supervision to be looked upon as a positive experience for both the principal/supervisor and teacher with the goal being to improve instruction in schools for the benefit of the students.

Recommendations for Further Study

As was indicated in previous chapters, through this study the researcher was met with difficulty around surveying teachers regarding their perceptions of the current supervisory practices in schools. As was indicated to the researcher by several superintendents this was due to upcoming contract negotiations within their respective school districts. It would be beneficial to the field to gain a better understanding as to why and how supervision became such a large part of contract negotiations. This would

give the field some insight into the culture that surrounds teacher supervision to understand the apparent distrust and fear that surrounds supervision..

Also it was indicated that time was a barrier to the process of supervision, a study around this issue would be beneficial to helping change and improve the process and field of supervision. Although this study looked at the perceptions of principal's regarding their supervisory practices and their effect on teacher's professional growth, a study which investigates the differences between what principal's perceive and what actually happens would be of value to the field. Lastly, I believe a study looking at how the culture of a school or district effects the supervision process would be beneficial in helping to understand the dynamics of the supervision process and help to truly move it toward a growth-oriented process.

APPENDIX

Appendix A

Appendix B

Interview Questions

1. How many years have you been a Principal?

2. How many teachers do you supervise/evaluate?

3. How often do you supervise /evaluate your teachers? Both formally and informally?

4. What supervision/evaluation model does your district use?

5. Have you ever received formal training in teacher supervision? If so where?

6. Are your teachers or have your teachers been involved in the development of the supervision/evaluation model?

7. Do you feel that the model used provides you the opportunity to positively impact teacher growth? If so why? If not, what are the barriers?

8. Do you feel your current supervision system is intended (has been effective in) to promote teacher growth or teacher accountability? Explain.

9. What do you feel are the greatest strengths of your current supervisory system?

10. What do you feel are the greatest weaknesses of your current supervisory system?

11. What suggestions would you make for improving supervision practices in your school?

BIBLIOGRAPHY

Bibliography

Anderson, R. H. (1989). "Unanswered Questions About The Effect Of Supervision On Teacher Behavior." <u>Journal of Curriculum and Supervision</u> **4**(4): 291-297.

Arnau, L., Kahrs, J., & Kruskamp, B. (2004). "Peer Coaching: Veteran High School Teachers Take the Lead on Learning." <u>National Association of Secondary School Principals Bulletin</u> **88**(639): 26-42.

Berry, B. (2004). "Recruiting and Retaining "Highly Qualified Teachers" for Hard to Staff Schools." <u>National Association of Secondary School Principals Bulletin</u> **88**(638): 5-27.

Blase, J. and J. Blase (1998). <u>Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning</u>. Thousand Oaks, California, Corwin press, Inc.

Bolin, F. S. and P. Panaritis (1992). Searching for a Common Purpose:A Perspective on the History of Supervision. <u>Supervision in Transition 1992 Yearbook of the Association for Supervision and Curriculum Development</u>. C. D. Glickman, Association for Supervision and Curriculum Development.

Brundage, S. E. (1996). "What Kind Of Supervision Do Veteran Teachers Need? An Invitation To Expand Collegial Dialogue And Research." <u>Journal of Curriculum and Supervision</u> **12**(1): 90-94.

Danielson, C. (1996). <u>Enhancing Professional Practice A Framework for Teaching</u>. Alexandria, VA, Association for Supervision and Curriculum Development.

Duke, D. L. and R. J. Stiggins (1990). Beyond minimum competence: Evaluation for professional development. <u>The new handbook of teacher evaluation: Assessing elementary and secondary school teachers.</u> J. Milliman and L. Darling-Hammond. Newbury Park, CA, Sage Publications.

Fleet, A. and C. Patterson (2001). "Professional Growth Reconceptualized: Early Childhood Staff Search for Meaning." <u>Early Childhood Research & Practice</u> **3**(2).

Glanz, J. (1995). "Exploring Supervision History: An Invitation And Agenda." <u>Journal of Curriculum and Supervision</u> **10**(2): 95-113.

Glanz, J. (1997). <u>Supervision: Don't Discount the Value of the Modern</u>. Annual Meeting of the American Educational Research Association, Chicago, Illinios.

Glanz, J. (2000). Supervision For The Millennium: A Retrospective and Prospective. <u>Focus on Education.</u> Fall.

Glatthorn, A. (1997). <u>Differentiated Supervision.</u> Alexandria, VA, Association for Supervision and Curriculum Development.

Glickman, C. D. (1985). Contrasting optimal Adult Development with Actual Teacher Development: Clues for Supervisory Practice. <u>Supervision of Instruction</u>. Boston, Allyn and Bacon, Inc.

Goldsberry, L. (1997). Do Teachers Benefit From Supervision. Yes. <u>Educational Supervision: Perspectives, Issues, and Controversies.</u> J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Grimmett, P. P., O. P. Rostad, et al. (1992). The Transformation of Supervision. <u>Supervision in Transition:1992 Yearbook of the Association for Supervision and Curriculum Development</u>. C. D. Glickman.

Harrington, K. (1998). How A Professional Performance Appraisal Plan For Teachers Was Developed and Implemented In A Suburban School District. <u>School of Education</u>. Pittsburgh, PA, University of Pittsburgh**:** 97.

Hazi, H. M. (1994). "The Teacher Evaluation-Supervision Dilemma: A Case Of Entanglements And Irreconcilable Differences." <u>Journal of Curriculum and Supervision</u> **9**(2): 195-216.

Kaplan, L. S. and W. A. Owings (2004). "Introduction to the Special Issue: Teacher Effectiveness." <u>National Association of Secondary School Principals Bulletin</u> **88**(638): 1-4.

Katz, L. G. (1977). Talks with Teachers: Reflections on early childhood education. Washington, D.C., National Association for the Education of young Children.

Knowles, M. S. (1979). <u>The Adult Learner: A Neglected Species</u>. Houston, Texas, Gulf Publishing Company.

Krajewski, R. J. (1997). Can We Put back the S in ASCD? No. <u>Educational Supervision: Perspectives, Issues, and Controversies.</u> J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Levin, J., N. Hoffman, et al. (1987). "Rural teachers' Perceptions of the Effectiveness of Various Supervisory Practices." <u>Research in Rural Education</u> **4**: 77-82.

Lincoln, Y. S., & Guba, E. G. (1985). <u>Naturalistic Inquiry</u>. Beverly Hills, CA, Sage.

Litke, C. D. (1996). Professional Growth in Changing Times:Challenges and Choices, Center for Leadership in Learning.

McGreal, T. L. (1997). Can a Supervisor Be a Coach- Yes. <u>Educational Supervision: Perspectives, Issues, and Controversies.</u> J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Nolan, J. F. (1997). Can a Supervisor be A Coach. <u>Educational Supervision: Perspectives, Issues, and Controversies.</u> J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Patton, M. Q. (1997). <u>Utilization-Focused Evaluation:The New Century Text</u>. Thousand Oaks, CA, SAGE Publishing.

Payne, W.H. (1875). Chapters on school supervision. New York: Van Antwerp Bragg and Company.

Peterson, K. (2004). "Research on School Teacher Evaluation." <u>National Association of Secondary School Principals Bulletin</u> 88(639): 60-79.

Peterson, P. L. and M. A. Comeaux (1990). "Evaluating the Systems: Teachers' Perspectives on Teacher Evaluation." <u>Educational Evaluation and Policy Analysis</u> **12**: 3-24.

Ponticell, J. A. and S. J. Zepeda (2004). "Confronting Well-Learned Lessons in Supervision and Evaluation." <u>National Association of Secondary School Principals Bulletin</u> **88**(639): 43-59.

Reitzug, U. C. (1997). "Images Of Principal Instructional Leadership: From Super-Vision To collaborative Inquiry." <u>Journal of Curriculum and Supervision</u> **12**(4): 356-366.

Sando, J. P. (1995). Implementation of Teacher Evaluation Systems That Promote Professional Growth. <u>School of Education</u>. Los Angeles, CA, University of Southern California.

Sergiovanni, T. J. (1975). Introduction: Beyond Human Relations. <u>Professional Supervision for Professional Teachers</u>. T. J. Sergiovanni, Association for Supervision and curriculum Development.

Sergiovanni, T. J. (1992). "Moral Authority and the Regeneration of Supervision". <u>Supervision in Transition: The 1992 ASCD Yearbook</u>. C. D. Glickman. Alexandria Virginia, Association for Supervision and Curriculum Development.

Singh, K. and L. M. Shifflette (1996). "Teachers' Perspectives on Professional Development." Journal of Personnel Evaluation in Education **10**: 145-160.

St. Maurice, H. and Shaw, P. (2004). "Teacher Portfolios Come of Age: A Preliminary Study." National Association of Secondary School Principals Bulletin **88**(639): 15-25.

Sullivan, C. G. (1997). Is Staff Development Supervision? Yes. Educational Supervision: Perspectives, Issues, and Controversies. J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Vandervan, K. (1990). Pathways to professional effectiveness for early childhood educators. Professionalism and the early childhood practitioner. B. Spodek, O. N. Saracho and D. L. Peters. New York, Teacher College Press.

Waite, D. (1997). Do Teachers Benefit from Supervision. Educational Supervision: Perspectives, Issues, and Controversies. J. Glanz and R. F. Neville. Norwood, MA, Christopher-Gordon Publishers, Inc.

Worthen, B. R., Sanders, J.R., Fitzpatrick, J.L. (1997). Program Evaluation Alternative Approaches and Practical Guidelined. New York, Longman publishers USA.

Zepeda, S. J. (2004). "Introduction to the Special Issue on Instructional Supervision." National Association of Secondary School Principals Bulletin **88**(639): 1-2..

Zepeda, S. J. and J. A. Ponticell (1998). "At Cross-Purposes: What Do Teachers Need, Want, And Get From Supervision?" Journal of Curriculum and Supervision **14**(1): 68-87.