

A QUALITATIVE STUDY OF DIFFERENTIATED TEACHER SUPERVISION'S IMPACT
ON CLASSROOM INSTRUCTION AND PEDAGOGY

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The purpose of this qualitative study was to investigate the influence that a differentiated teacher supervision system has on improving classroom instruction. Qualitative research methodology was used to collect data through personal interviews and document analysis. The sample population consisted of high school administrators working in three southwestern Pennsylvania school districts.

The research questions investigated high school principal perceptions on differentiated supervision's ability to improve classroom instruction based upon Charlotte Danielson's Four Domains of Instruction. Principal perceptions regarding differentiated supervision's influence on school culture and the most effective differentiated supervision options were also explored. The analysis of the data was done through descriptive narrative and the use of charts to depict common answers and themes.

Key findings include a strong principal preference for differentiated teacher supervision. Also, principals indicate that differentiated supervision was effective in fostering a school culture characteristic of teacher collaboration, professional inquiry, and a commitment to continuous improvement. Also, principals felt that differentiated teacher supervision was very effective in improving the planning and preparation, classroom instruction, and professionalism of teachers through collegiality and professional inquiry. Principals perceived that cooperative professional development was the most effective model for improving classroom instruction.

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1. CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. Background of the Study

Extensive discourse surrounds the practice of teacher evaluation and supervision. The volume of work detailing the ideas, concepts, and models would make some scholars or practitioners cringe at the impossible thought of synthesizing this literature into one comprehensive, yet comprehensible piece of literature. The complexity of teacher evaluation and supervision also contributes to the various perspectives and disagreements over these processes. If all teachers were alike, it would be easy to determine the most effective supervisory orientation.

According to Danielson and McGreal (2000), teacher evaluation does not promote a culture of collegiality or professional inquiry. Given its inadequacies, many educators regard teacher evaluation as a component of the educational profession that all must tolerate. Tolerance of a system that fails to promote a professional culture, enhance teacher learning, and meet the goals of summative or formative evaluation is not necessary. If schools want a professional culture, they must find a way to foster and develop it.

1.2. Introduction to Differentiated Supervision

Over the last decade, many school districts have been moving from a clinical supervision model to a differentiated supervision model. With the turnover of teachers due to retirements and early career changes, it is essential that school districts find more effective supervision systems. The primary objective of differentiated supervision is to meet the needs of all teachers by providing supervision and professional growth activities based upon their individual needs.

There appears to be a strong rationale for differentiated supervision. Differentiated supervision has the potential to foster a more optimistic disposition toward the supervisory process since it acknowledges the uniqueness and dignity of individual educators. Glatthorn (1997), the leading scholar on differentiated supervision, states that the strongest justification for this model centers on the advantages for the profession of teaching, the organization, the supervisor, and individual teachers.

Differentiated supervision provides teachers with meaningful opportunities to work collegially on school and district initiatives or complete self-directed professional-development activities in an effort to enhance their professional progression. Individual teacher needs are met through a differentiated supervision model. The system responds to teachers' preference for varying developmental assistance depending upon their individual stages of professional development (Glatthorn, 1997).

This qualitative study examines the perspectives of high school principals working in three school districts in southwestern Pennsylvania. The researcher triangulates the data by conducting interviews with each high school administrator and examining important documents from each participating school.

1.3. Problem Statement

The purpose of this study is to provide school communities with information regarding the influence that a differentiated teacher supervision system has on a school's professional culture and classroom instruction. The following problem statement was addressed through this dissertation: To what extent do high school administrators perceive that differentiated supervision has been instrumental in improving classroom instruction?

1.4. Research Questions

1. What does research indicate pertaining to teacher supervision and its impact upon classroom instruction and school culture?
2. In what ways and to what extent do high school administrators believe that differentiated supervision has enhanced school culture?
3. In what ways and to what extent do high school administrators perceive that differentiated supervision has been instrumental in improving instruction?
4. Which components of their district's differentiated supervision model do high school administrators perceive to be the most instrumental in improving classroom instruction?

1.5. Professional Significance

Despite its complexity and due to the benefit to student learning, both scholars and practitioners must continue to work collaboratively to advance the field of teacher supervision. Ultimately, this study attempts to determine the level at which differentiated supervision actually improves the quality of classroom instruction and, most importantly, student learning.

The quality of instruction has a monumental impact on student learning. Therefore, any supervision model should have a significant influence on improving the quality of a teacher's instruction. In this age of accountability, school districts and their employees cannot afford to invest the valuable resources of time and money into a system that does not have a significant influence on student achievement.

As school districts move toward more democratic forms of supervision and provide teachers alternatives in supervision and professional development, it is critical to determine if a differentiated supervision model actually improves a school's professional culture. Proponents of differentiated supervision claim that a more professional culture results from differentiated supervision. This study attempted to determine if the implementation of a differentiated supervision model actually fosters the core values of collaboration, professional inquiry, and continuous improvement.

1.6. Overview of Methodology

A qualitative study was conducted of three western Pennsylvania school districts that implement differentiated supervision. The three chosen school districts are demographically similar to the Greater Latrobe School District, the employer of this dissertation's author. Each school district is categorized by the Pennsylvania Interscholastic Athletic Association as AAA or AAAA, based upon size.

The researcher gained permission from each high school principal to conduct interviews with them or their designee and include information regarding their differentiated supervision and professional development activities in this dissertation.

Through the personal interview, the researcher attempted to ascertain the perceptions that participants possess regarding the effectiveness of differentiated supervision in improving instruction and professional culture. The researcher also analyzed differentiated supervision materials submitted by the respective districts to determine the components and effectiveness of the programs.

Chapter 3 of this dissertation provides a detailed description of the methodology that the researcher utilized in this study.

2. CHAPTER 2: REVIEW OF LITERATURE

2.1. The History of Teacher Supervision and Evaluation

2.1.1. The Instructional Inspection Years, (1620-1910)

School supervision reflects the era and time period in which it occurs. The supervisory behaviors and practices of a time are impacted by the era's political, social, religious, and industrial forces (Olivia & Pallas, 1997). Therefore, when the Commonwealth of Massachusetts passed the "Old Deluder Law of 1647" that required communities to educate their children through the instruction of reading and writing or the creation of grammar schools, the teacher supervision model reflected the attitudes and religious convictions of the time period.

The primary purpose of schooling in the colonial period was to educate children to read the Bible and assist them in resisting the temptations of Satan. According to Luccio and McNeil (1962), the inspection years were characterized by authority and autocratic rule, an emphasis on eliminating poor teachers through inspection, and the conformity to standards established through a committee of laymen.

Therefore, supervision for schools from 1620-1850 was commonly performed by local clergy. The responsibility for school supervision was also held by parents, selectmen, and citizen committees (Burnham, 1976). It was not until the 1850's that supervisory duties began to be assumed by school superintendents and principals (Olivia & Pallas, 1997).

School supervision during this time period was different from instructional supervision. From 1620-1850, the persons responsible for the supervision did not focus on the quality of instruction or pupil learning, but they would attempt to control local standards by visiting the school to inspect the physical plant and make judgments about the teacher. The supervisors would monitor the implementation of rules and look for deficiencies in the school. The chief remedy for failing to meet the community standard was still to fire the teacher, not to help him or

her improve (Burnham, 1976). However, once these committees of laypersons began to appoint superintendents and principals, more focus was placed on improving teachers through inspection. According to Olivia and Pallas (1997), the prevailing approach to supervision was inspection, often referred to as “Snoopervision”. This form of supervision was a highly structured and centralized system.

2.1.2. Scientific and Bureaucratic Supervision, (1910-1930)

The development of scientific and bureaucratic teacher supervision has its roots with the advent of the industrial revolution. Inspection was replaced due to the influence of industrial and economic pioneers such as Fredrick Winslow Taylor and Max Weber.

Fredrick Winslow Taylor is often deemed “the Father of Scientific Management.” Through his work at the Bethlehem Steel Company, Cramps Shipbuilding Company, and Midvale Steel Company, Taylor developed duties and responsibilities to be undertaken by management. These duties are called the *Principles of Scientific Management*. According to Boone and Bowen (1987), the four principles are as follows:

- 1. The deliberate gathering together of the great mass of traditional knowledge by means of time and motion study.*
- 2. Scientific selection of the workers and their progressive development.*
- 3. Bringing together of this science and the trained worker, by offering some incentive to the worker.*
- 4. A complete redivision of the work of the establishment, to bring about democracy and cooperation between the management and the workers.*

According to Olivia and Pallas (1997), the belief was that if schools established principles for teacher efficiency, then their production would be presumably high. Supervisors merely had to assure the rigorous implementation of the principle. “Teachers were regarded as instruments that should be closely supervised to insure that they mechanically carried out the methods of procedures determined by administrative and special supervisors” (Lucio & McNeil, 1962).

The work done by Max Weber in the late 19th Century and early 20th century was the premise behind the organization of school supervision. Weber, a German sociologist, political scientist, and economist wrote extensively of the organizational effects of different types of authority. The bureaucratic organization that he developed (impersonal rules, hierarchical design, promotion on the basis of merit, etc.) provides a model which almost all organizations still emulate (Parsons, 1975).

In terms of school organization, a heavily hierarchical model of bureaucracy became firmly rooted in the school system (Olivia & Pallas, 1997). The system placed superintendents at the top of the hierarchy and teachers on the bottom. However, the middle of the organizational chart now consisted of assistant superintendents, principals, assistant principals, and content specialists. Due to the addition of physical education, the fine arts, and other new content areas special supervisors were added to assist teachers not prepared to teach these new courses (Burnham, 1976). The focus of these supervisors was to improve instruction. These supervisors not only demonstrated how to teach these courses, they created another level of bureaucracy in the school system.

During this time period, classroom visitations, observations, and demonstrations focused on improving the weaknesses of teachers. Principals and supervisors assumed the responsibility of finding something to improve and applying pressure on the teacher. However, efficiency was

still the “buzz word” of the time (Lucio & McNeil, 1962). According to Olivia and Pallas (1997), “Scientific supervisors looked for fixed principles of teaching, drawn from research, that can be prescribed for teachers. Teachers’ performance can be judged on how well they follow the instructional principles in their teaching” (p.5). During the scientific and bureaucratic teacher supervision period, teaching was a science, rather than an art.

2.1.3. Human Relations and Democratic Teacher Supervision (1930-1960)

The time period between 1930 and 1960 began a new focus on the development of group dynamics and the democratic process in teacher supervision. The collaboration between the teacher and supervisor emerged as the most important component of supervision (Lucio and McNeil, 1962; Olivia and Pallas, 1997; and Burnham, 1976). Lucio and McNeil (1962), indicate that the concept of teacher supervision as a democratic, cooperative, and innovative process guided the practice of instructional supervisors during this time period.

According to Olivia and Pallas (1997), the leaders and practitioners in the field of teacher supervision realized that success was more dependent upon the personal skills than on technical skills and knowledge. The science component of teaching moved from a technical science to the behavioral sciences. The supervisors worked now to foster an atmosphere of satisfaction among teachers by exhibiting concern for them as people.

The administrators responsible for facilitating the supervisory process were building principals, special content supervisors, assistant superintendents for instruction, and curriculum coordinators. As partners, teachers and supervisors worked collaboratively to improve classroom instruction (Lucio & McNeil, 1962). Teachers worked with supervisors to develop curriculum and cooperative in-service courses designed to improve the instruction of all teachers.

2.1.4. Research Orientation Time Period, (1960-1975)

Due to a focus on educational research, an amalgamation of the previously illustrated practices and attitudes was predominant. Due to technical advancements, competition with foreign powers in space research, and newly funded federal grants, there was more pressure for educators to utilize research to guide the supervision and instructional processes. In addition to principals, special supervisors, and assistant superintendents, the addition of the director of research, director of federal programs, and public relations specialists became common (Burnham, 1976).

Due to the many schools of supervision and approaches to this process, the interpersonal and institutional problems of administration and supervision were studied extensively (Burnham, 1976). Supervisors were now considered “change agents” and were expected to engage the community in the process of cooperative study enterprises focused on improving instructional programs. However, through the research conducted during this time-period, many educators still perceived teaching as a science whose component skills can be identified, learned, and mastered (Olivia & Pallas, 1997). The principles of scientific supervision within a clinical, yet supportive, context led to the emergence of clinical supervision.

2.2. Clinical Teacher Supervision

2.2.1. Design and Intent of Clinical Supervision

To understand the original design and intents of teacher supervision and evaluation, one might begin examining by what authority administrators and supervisors enter the classrooms of teachers. Holland and Garman (2001) explain that legal requirements and criteria mandated by state legislatures often charge administrators with the authority to observe and rate the teaching performance that occurs within a teacher's classroom. Legislatures and policymakers pass these mandates for the dual purpose of quality assurance and accountability (Haefele, 1993). These summative evaluations are meant to judge the quality of teaching (Dagley & Orso, 1991) and make decisions for tenure, dismissal, and promotion. Therefore, the legal mandates bestowed upon school districts create a situation where teacher evaluation focuses on generating a summative statement with the assignment of a rating of satisfactory or unsatisfactory. According to Holland and Garman (2001), "We are left with the uncomfortable conclusion that supervision's legitimacy is only as an administrative practice for the evaluation of teachers' performance" (p. 105).

Scholars originally structured clinical teacher supervision systems to be formative. Danielson and McGreal (2000) define formative supervision as serving the purpose of enhancing the instructional skills of teachers by providing constructive feedback, acknowledging exceptional practices, and giving direction for professional development. The intent of clinical supervision systems was to improve the instruction of teachers. According to Gainey (1990), the theoretical foundation for supervision involves administrators providing teachers the support and assistance essential for professional success and development. The primary method of providing both support to teachers and a summative rating has been clinical supervision. Therefore, many practitioners often use the terms evaluation and supervision interchangeably.

Though the term clinical supervision implies only one manner of providing supervision for teachers, there are many different approaches and hybrid models used by school districts. Pajak (2002), identifies four families of clinical supervision that have emerged since Morris Cogan and Robert Goldhammer began developing their seminal work at Harvard University in the 1950's and the University of Pittsburgh during the 1960's and 1970's.

2.2.2. Families of Clinical Supervision

The first model is the *original model* that involves an eclectic merger of empirical, phenomenological, behavioral, and developmental perspectives. This model also emphasizes collegial relations between supervisors and teachers and the development of individual teaching styles. Goldhammer (1969) advocates clinical supervision as a means for making instruction more purposeful and receptive to the needs of students. While his colleague, Cogan (1973), proposes that clinical supervision is a functional process for effectively disseminating and employing new practices and for “professionalizing the teaching corp” (p. 3).

The *humanistic/artistic model* emerged next. With the development of this family, the focus shifted to interpersonal relations, along with the expressive and artistic richness of teaching. This model is based upon existential and aesthetic principles. These models proposed by Blumberg and Eisner, abandon sequential or prescribed procedures and emphasize open interpersonal relations and personal intuition, artistry, and idiosyncrasy. Supervisors are encouraged to help teachers understand the expressive and artistic richness of teaching (Pajak, 2002).

During the early 1980's, the *technical/didactic model* became prominent, most noticeably to practitioners, through the work of Madeline Hunter. The *technical/didactic model* focuses on the process and outcome of teaching (Pajak, 2002). It was a common practice for a school district to invest a considerable amount of time and money for Madeline Hunter to coach administrators and teachers in the "Hunter Method" of instruction and supervision. The techniques of observation, scripting, and feedback to reinforce sound instructional practices are focuses of this supervision model.

Most recently, the *developmental/reflective model* highlights the importance of being sensitive to individual differences, along with the organizational, social, political, and cultural contexts of teaching (Pajak, 2002). The role of the supervisor in this model is to foster reflection and professional growth among educators, while promoting justice and equity. Glickman, Garman, Schon, Costa and Garmston, and White are some of the scholarly leaders from this family.

Despite falling under the same general categorization, each clinical supervision family is distinctly different in its overall approach to supervision, instructional improvement, and beliefs about the profession of teaching. Pajak (2002) supports this point:

These four families and their models differ greatly in the purposes toward which they strive, their relative emphasis on objectivity versus subjectivity, the type of data collected and the procedures for recording them, the number and series of steps or stages involved, and degree of control exercised by the supervisor vs. the teacher, and the nature and structure of pre- and post observation conferences (p. 191).

Regardless of the approach utilized by school districts and supervisors, the objective of any teacher supervision system is to enhance instructional practices in order to improve student achievement and to make judgments about the quality of teaching. The purpose of teacher “evaluation” is to continuously improve teacher performance each year (Manatt, 1997). The overarching objective of both supervision and evaluation is to enhance student learning through improved instruction.

A common belief is that for continuous improvement to occur, teachers need meaningful feedback about their instructional practices and an opportunity to engage in professional reflection. According to Brandt (1997), teachers must receive useful feedback about their teaching for professional growth to occur. Supervisors and principals provide the primary feedback in many of the original models.

Silva and Dana (2001) state that it was over 30 years ago when Goldhammer stressed the importance of tailoring supervision so that it provides an opportunity to assist teachers in understanding what they are doing and why. Goldhammer (1969) proposes changing schools from institutions where educators merely perform “age-old rituals” to places where teachers participate in the processes of supervision and professional development. Therefore, teacher reflection is a vital component to any supervision model.

Though the original intent of teacher supervision was to collaboratively professionalize teaching, improve instruction, and enhance learning, many people do not view this practice in that light. Zepeda (2002) indicates that, “In the past, professional growth and development for teachers has been dependent on the type of supervision, teacher evaluation, and staff development offered by others for teachers...”(p.84).

2.3. The Predominant Perception and Condition of Teacher Supervision

States and districts have exhausted more energy attempting to develop regulations intended to prevent poor teaching than trying to prepare top-flight teachers (National Commission on Teaching and America's Future, 1996). This statement depicts the current focus of many teacher supervision models and is contrary to the original intentions of scholars.

In terms of teacher evaluation, educators frequently perceive growth and development to be in competition with accountability (McGreal, 1990). Due to the high-stakes situation created through the No Child Left Behind Act of 2001, this competition and incompatibility are even more profound. As merely a means to detect and terminate unsatisfactory teachers, the current supervision models often fail at their goal of improving teaching and learning. In addition, this attempt to remove marginal or poor teachers has not been successful either. These current evaluation systems have been costly in both fiscal and time resources, while only eliminating less than two percent of our teachers (Glickman, 1991).

With only a minimal number of observations and the overall intention of merely granting a rating, many administrators and teachers have adjusted their approach to supervision. In many places, supervision is an annual one-time event to meet district or state mandates. Therefore, many scholars perceive this process to be a “hollow ritual” (Blumberg, 1980). According to Marshall (1996), “Many teachers respond by preparing a ‘glamorized’ lesson for the prearranged evaluation visit and by playing it safe-keeping more adventurous, risk-taking activities under wraps” (p. 338). Since the prevailing focus of this process is to deceive the integrity of the system, very little long-term benefit to instructional quality results.

In her doctoral dissertation, Wagner (1999) indicates, “Accountability is important, and many supervision models have been designed to identify unsatisfactory teachers. As a result, these models have not provided any assistance for the rest of the teaching staff” (p. 25).

Wagner's statement is one reason why many educators and scholars appear to negatively view teacher supervision. According to Holland and Garman (2001), the practice of supervision continues to reflect a hierarchy, where teachers are conceived as technicians who execute instruction according to specific training programs.

Glatthorn (1997) states that clinical supervision is frequently presented from a "one-up" vantage point. In this scenario, the supervisor, who has the solution, helps the teacher, who has the problem. "Today's teacher evaluation systems, though well intentioned, are burdensome and not helpful for teachers who are looking to improve their practice" (Danielson & McGreal, 2000).

Through his research, Santeusanio (1998) has found that educators often describe the evaluation process with the following words and phrases: useless, suspicious, fearful, and a waste of time. Is it any wonder why many teachers, administrators, politicians, and citizens look at teacher evaluation through such a cynical lens? What type of professional culture must the current state of supervision create within our schools?

Glatthorn (1997) states that the term "culture" represents the fundamental values and norms that epitomize an organization. According to Hill, Foster, and Gendler (1990), effective schools appear to have a strong consensus around the core values of collaboration, inquiry, and continuous improvement. Do our current systems of supervising teachers promote a culture where collaboration, inquiry, and continuous improvement are core values?

Danielson and McGreal (2000), indict outdated and limited evaluative criteria, few shared values about good teaching, a lack of precision in evaluating performance, hierarchical and one-way communication, no differentiation between novice and experienced teachers, and limited administrator experience as leading to a culture of passivity and protection. In addition,

some teachers have reported “early, unpleasant encounters with evaluation seen as the infliction of humiliation by those who are supposed to help” (Fullan & Hargreaves, 1996). This professional feeling-tone and atmosphere is dangerous and not conducive to risk taking and professional inquiry. Without risk-taking and professional inquiry, teachers often work in isolation, making decisions about what occurs in a classroom without collaborating with peers or supervisors. Overall, a culture of “loose-coupling” is a byproduct of the current systems of teacher supervision.

In a “loose-coupling” professional culture, teachers control the circumstances surrounding instruction in their individual classrooms, while school administrators manage insignificant structural events that occur within the building (Elmore, 2000). In this culture, teachers independently make most decisions regarding the teaching and learning that occurs within their classroom. Outside individuals rarely enter their classroom and give feedback regarding instruction and student learning. The National Commission of Teaching and America’s Future (1996) explains that by “working in isolation with few chances to update their skills, teachers are deprived of knowledge that would allow them to succeed at much higher levels” (p. 14).

School administrators focus on buffering teachers from outside interferences and controlling events such as student discipline, busing, and schedules when the culture is conducive to “loose-coupling.” Each administrator and teacher is solely responsible for what occurs within his or her domain, without regard for the overall performance of others within the school. The “loose-coupling” culture promotes instructional mediocrity and inhibits student achievement by discouraging collaboration, professional inquiry, and any essential changes that will significantly improve teaching and learning.

2.4. Differentiated Teacher Supervision

2.4.1. A Rationale and Definition for Differentiated Supervision:

According to Blasé & Blasé (1998), “In this age of democratization, when bureaucratic authority is being dismantled, we must examine the notion of collaboration as it relates to the practice of leadership and, in particular, to instructional supervision” (p. 4). Blasé & Blasé also state that there is a compelling need for administrators to explore ways to support collegiality and to significantly enhance instructional supervision in today’s changing schools.

The implementation of a differentiated supervision model, where teachers have an opportunity to take responsibility and ownership for their own learning, is a beginning stage in the promotion of a new school culture that fosters collaboration, professional inquiry, and continuous improvement. Therefore, a strong rationale exists for differentiating and integrating professional development and supervision.

To begin examining the connection between teacher supervision and school culture, Knowles (1978) states that “if the climate is not really conducive to learning, if it doesn’t convey that an organization values human beings as its most valuable asset and their development its most productive investment, then all the other elements in the process are jeopardized” (p. 114). Teacher supervision and professional development programs that treat individuals as meaningful participants in their own learning tend to create a sense of ownership and show that the organization values professionalism. According to Brandt (1996), schools cannot encourage educators to utilize alternative sources of assessment to get richer pictures of students’ performance and then evaluate teachers the same way they did fifty years ago.

Sergiovanni (1992) states that “collegiality and school culture are connected” (p. 4). Therefore, if schools are to build a culture that promotes student achievement, then fostering collegiality among teachers is essential. Studies of innovation illustrate that sustained improvements in teaching frequently depends upon the development of “teachers as learners” who collaboratively study teaching and its effects (Blase & Blase, 1998).

Collaboration is essential if meaningful learning is to occur. When teachers work collegially and engage in discursive learning activities, true learning becomes apparent in their professional performance. According to Zepeda (2000), real learning comes from adopting new practices as a result of knowledge constructed through the experience of interacting with others.

When teachers work collaboratively to advance their knowledge, they create a community of learners (Danielson & McGreal, 2000). Within this community, teachers engage in professional inquiry. Glatthorn (1997) states that when principals and teachers engage in inquiry, they assertively look for problems, pose difficult questions for themselves, build a professional base knowledge, reflect and use metacognition, and see evaluation as a critical part of the change process. Professional inquiry is a complex form of reflection that involves teachers self-assessing their own instructional practices and beliefs. Danielson and McGreal (2000) state that when teachers engage in self-assessment or reflection, they are extremely perceptive of their own skills in teaching and can be extremely accurate in their perceptions.

When a spirit of collaboration and professional inquiry exist within a school, continuous improvement is usually characteristic of the school culture. All professionals within the building realize that change is incremental and necessary to achieve or maintain excellence. The most effective schools are those that commit themselves to incremental change and continuous improvement (Fullan, 1991).

2.4.2. Glatthorn's Differentiated Supervision Model

According to Glatthorn (1997), differentiated supervision is any method of supervising teachers adopted by a school entity that provides teachers with the opportunity to choose options with respect to the form of supervision that they are provided. Differentiated supervision provides teachers with meaningful opportunities to work collegially on school/district initiatives or complete self-directed staff-development activities in an effort to enhance their professional progression. Individual teacher needs are met through a differentiated supervision model. It responds to teachers' preference for varying developmental assistance depending upon their individual stages of professional development (Glatthorn, 1997 and Jailall, 1998).

Glatthorn's (1997) foundation for differentiated supervision indicates that three conditions must be present within a school district for this model to be successful: a professional culture of collaboration, inquiry, and continuous improvement; supportive work conditions comprised of essential elements and enriching elements; and facilitating structures for decision-making.

Glatthorn's (1997) model is comprised of an intensive development, cooperative development, and self-directed development choice depending on a teacher's skill level, professional development needs, and individual preferences.

For non-tenured teachers and teachers encountering severe instructional difficulties, Glatthorn (1997) suggests the intensive development component. Intensive development is provided by a supervisor, administrator, or mentor who observes, analyzes, confers with, and coaches the teacher with the sole focus of improving student learning and fostering teacher growth. This relationship must be permeated with a sense of collaborative inquiry and trust.

Therefore, if a teacher is being evaluated for tenure, promotion, or dismissal, the individual making this decision should not provide the intensive development component.

Cooperative professional development involves a small group of teachers working cooperatively to assist one another in developing professionally in relation to the school improvement plan (Glatthorn, 1997). The rationale for this option is based on the great benefit to the organization, supervisor, and teacher. Glatthorn (1997) claims that this component of the model recognizes and rewards professionalism of teachers by empowering them to take control of their own growth, reducing teacher isolation, and introducing professionals to new ideas by exposing them to input from concerned colleagues.

There are numerous forms of cooperative professional development. One example of cooperative professional development is peer coaching. Popham (1988) and Hunter (1988) have advocated the use of peer coaching as a form of teacher supervision. If a district is exploring models for this option, Goldsberry (1997) provides the most thorough and comprehensive peer coaching approach. His system consists of a cooperative team that establishes observation dyads; sets up initial planning conferences, observation schedules, and focus areas; and creates forms for observation and data collection. As teachers meet to exchange and analyze observation data, the observed teacher controls the agenda by establishing the focus area and taking charge of the debriefing. Other quality cooperative development activities include structured professional dialogue sessions, curriculum development, and action research.

Teachers may also select a more individualized approach to professional development. Self-Directed Development is a process in which teachers work independently to foster their own individual growth (Glatthorn, 1997). This option focuses on development through individual teacher initiatives. The process consists of teachers setting growth goals, implementing

necessary steps to achieve these objectives, receiving feedback from peers or students, and making a final assessment of their progress. The educator assumes responsibility for directing his or her own growth without relying heavily upon a supervisor or colleague. Kielty's (1991) research indicates that teachers believe self-directed supervision and cooperative professional development to be highly effective and satisfactory forms of supervision.

The principal's role in self-directed development will vary from being actively involved and providing direction to taking a less prominent role by providing encouragement and having limited input in the process. However, the teacher and building administrator should devise the plan cooperatively. Sergiovanni (1979) advocates a supervision program in which teachers develop individual professional growth plans. The teacher's goals may include the development of generic teaching skills, subject specific skills, or other educational initiatives. Teachers may even assess their own instructional strengths and weaknesses through reflection and video analysis, develop individual improvement goals, and work toward personal enhancement.

2.4.3. Danielson and McGreal's Supervision Model

The foundation for Danielson and McGreal's teacher evaluation program is based upon Danielson's standards for effective teaching. The program is structured around a range of data sources and information (Danielson & McGreal, 2000). The range of sources allows professionals to demonstrate their instructional mastery of the standards. In addition, this supervision model provides teachers who are at different stages of development the opportunity to be engaged in different processes and activities. Most importantly, the teacher evaluation model focuses heavily on the formative aspects of evaluation. The model utilizes staff-directed activities to support professional learning.

2.4.3.1. Track I: The Beginning Teacher Program

The model supported by Danielson and McGreal utilizes a basic three-track system as the framework. All teachers new to a school district and without tenure begin at Track I- The Beginning Teacher Program. According to Danielson and McGreal (2000), the primary purpose of this track is to garner usable and reliable data to support the decision to retain a probationary teacher and eventually grant him or her tenure and further employment. The goal of this track is to help new staff develop professionally, promote an environment that encourages teachers and administrators to recognize the significance and value of evaluation, and embrace the practice of reflection and professional learning.

With this evaluation system, supervisors or their designees should spend about 10-14 hours of contact time with each new teacher per year until tenure is granted. The time is allotted for conferences, observations, supervisor-teacher interactions by alternative data-collection activities, the reading of journals or portfolios, and informal visits and conversations. This time is over and above any time spent in induction activities or mandatory staff development sessions. Opportunities should exist for these new teachers to receive support and assistance not only from administrators but also from colleagues, assistant principals, department heads, content supervisors, district or building staff development specialists, and central office personnel.

According to Danielson and McGreal (2000), classroom observation remains the most practical activity for collecting formal data about teacher performance. Therefore, structured observations are utilized that include a pre-conference, the observation, and a post-conference. The number of formal clinical observations during a particular school year range between two and six, depending on administrator time and other demands placed on the new teacher. However, the observation is not the evaluation, but merely a source of data for use in collecting

evidence and for use as a focus for professional discussion and reflection on teaching and learning. The observation should be based upon the standards of teaching. In addition to the clinical observations, principals should also use informal observations, such as unannounced observations and walkthroughs. The authors also suggest the possibility of adding extended-duration observations if possible. These observations involve an evaluator observing a teacher during a time period ranging from two hours to one day.

Artifact collection is another important component of Track 1. A teacher collects artifacts throughout a specified time period and uses this information to demonstrate his or her growth in the standards for effective teaching. These artifacts may include some of the following: semester and unit plans, daily plans, activity descriptions, classroom rules and discipline procedures, student achievement data, copies of quizzes and tests, examples of student work, student surveys, logs of parent contacts, and various other artifacts agreed upon by the administration and teacher. At the agreed upon time, the administrator and teacher will conduct a conference to discuss the artifacts and teacher's progress. In addition to this artifact collection, other sources of data may include journals, portfolios, and progress in a mentoring program.

During the first track, school districts create a valid instrument based upon sound teaching standards and methods to gather evidence that provides a record of summative judgments. The final summative evaluation of a staff member is very critical due to the weight and importance of providing tenure-status or continued employment to the teacher. The document may be in the form of a rating scale, a written narrative, or a combination of these two. Danielson and McGreal suggest employing the use of both instruments.

2.4.3.2. Track II: The Professional Development Track

The predominant strand in the evaluation system presented by Danielson and McGreal (2000) is the professional growth track due to the large number teachers who are neither probationary nor marginal. According to Danielson and McGreal (2000), the programs of Track II “imply an acceptance of alternative forms of assessment and a commitment to change the evaluation system”

The track is designed for all tenured faculty members who are demonstrating the standards of effective teaching. The school district has the option of determining if the track will be optional, setting the schedule that will be followed, and establishing the level of involvement expected from the administrator (Danielson & McGreal, 2000).

In regard to summative evaluations, the authors suggest a cycled summative assessment where a tenured teacher receives a summative evaluation every so many years. For example, a teacher may receive a summative formal evaluation cycle every four years that determines if the teacher meets the district’s standards for effective teaching. Any teacher who fails to meet this status will be placed in the Track III assistance program (Danielson & McGreal, 2000). The procedures by which summative judgments are derived might follow a process similar to those for probationary teachers. In addition to the clinical observations, teachers may develop portfolios, write journals, and collect other artifacts that provide evidence of competency in the standards of effective teaching. A final summative evaluation would be utilized to make decisions regarding future employment and the possibility of being placed in Track III.

Based upon the time, resources, and levels of commitment available within a school district, the district must set the parameters for the formative process (Danielson & McGreal, 2000). Teachers develop plans and goals that are linked to the Standards for Teaching and that

support district, school, or department initiatives. All goals and plans must include the anticipated effect on student learning. Daniels and McGreal (2000), propose that teachers may choose to participate in peer coaching, action research, portfolio development, curriculum development, instructional strategies implementation, professional growth portfolios, or structured professional study groups or support teams. The teachers may also have the opportunity to decide if they will work independently or collaboratively. However, districts can reserve the right to approve teacher plans and provide direction as to the activities and focus of their plans. The formative conclusions should provide the foundation for the discussion and documentation of the outcome of the teacher's established plan. The results would provide feedback for discussion and reflection. The judgment would be based on the level of effort exuded by the teacher, importance of the work, the level of involvement in teamwork activities, and evidence of progress. The final written conclusion completed by the administrator should occur after the conference.

2.4.3.3. Track III: The Teacher Assistance Track

According to Danielson and McGreal (2000), "the purpose of Track III is to provide organizational support and assistance to teachers who are not meeting the district's teaching standards." The track is developed to serve a group of marginal teachers who, in the professional judgment of the administrator, are struggling to meet one or more of the standards for effective teaching. The authors do not suggest this process be utilized for probationary or non-tenured teachers experiencing difficulty. The probationary teacher's problems should be dealt with through the procedures established in Track I.

Track III utilizes three phases for teachers identified as marginal. The first phase is the awareness phase. Teachers identified for this phase are generally dealt with informally by administrators. Administrators may begin by expressing their concern, getting the teacher's response, setting up an observation or other form of data collection, and providing specific suggestions. The objective is to address the issues through personal interaction, without formal documentation. The second type of awareness involves the same process, but the administrator makes written documentation of the contact. A time frame for both types of awareness is generally established for the issues to be resolved. At the conclusion of the time-frame, Danielson and McGreal (2000) suggest one of three decisions:

1. Due to a resolution of the problem, the teacher continues working on the professional development plan.
2. The teacher or administrator, or both, believe that working at this stage will continue to be of benefit for the teacher. Therefore, time within the awareness phase is extended.
3. Due to a lack of satisfactory progress at this level, the teacher is moved to the second stage.

The second stage, Assistance, involves specific and intense involvement between the teacher and the administrator or assistance team (Danielson & McGreal, 2000). An action plan or improvement plan for the teacher is developed that identifies areas in need of improvement, behaviors that must be demonstrated at the conclusion of the plan, specific interventions that will be used to help produce the desired behavior, and establishes how behavior changes will be documented.

When the established time line elapses, the responsible administrator has three possible actions:

1. If the teacher has met or implemented the goal or behavior, then that teacher may be moved back into Track II and continue working on his or her professional development plan.
2. If the teacher has failed to meet or reached the desired or established outcome of the action plan, but the teacher demonstrates a commitment to working toward meeting the plan and has made progress, then a new time line and intervention are established.
3. If the teacher failed to meet the goals, his or her commitment is questionable, and minimal progress has been made, then the teacher moves to the Disciplinary phase.

The third stage in the assistance program is the disciplinary phase or may be the movement of the teacher into a legal process that could lead to dismissal according to state law or local negotiated agreements. The process is very similar to the second phase, but the steps are more done at a “more urgent pace and serious tone”(Danielson & McGreal, 2000). Generally, the teacher’s association is representing the teacher at this point. If the teacher still fails to meet the goals, then the due process procedures would be pursued for dismissal.

2.4.4. Differentiated Supervision and Professional Development Model

According to Graf and Werlinich (2003), the only factor that consistently influences students’ achievement is the classroom teacher. The designers of this system explain that an

environment of trust and moral purpose must be fostered for a school to reach its fullest potential. They propose using an evaluation and professional development system that meets the strengths and needs of individual teachers.

Graff and Werlinich's model is very similar to Glatthorn's differentiated supervision model. However, Graff and Werlinich propose three levels of supervision and professional development.

The first stage of this model, "accountability", is designed for non-tenured teachers and those professionals in need of focused support or plans of improvement (Graf & Werlinich, 2003). In this stage, administrators work directly with teachers through the use of clinical conferences and walkthrough observations. In addition, these teachers participate in video evaluation, self-assessment, and collegial conferences.

According to Graf and Werlinich (2003), stage two, "growth and responsibility", is designed for competent teachers who are reflective and focused on improving teaching and learning. This stage is designed for teachers who are collaborative. Tools available for teachers in this developmental stage include video analysis, self-evaluation, collegial conferences, walkthrough observations, and learning communities.

In "culture of discipline", the third stage of Graf and Werlinich's (2003) model, master teachers who are prepared to drive their own professional development engage in learning communities, focused projects, and collegial conferences. In addition, these master teachers develop supports for their peers who require special assistance.

By recognizing three distinct stages of teacher development, Graf and Werlinich (2003), attempt to meet the individual needs of teachers. However, at each level, teachers are provided with opportunities to participate in collegial activities for the purpose of personal or peer growth.

2.5. Qualities of Effective Instruction: Pennsylvania’s Accountability System

In response for the political demand to improve instruction in public schools throughout the state, the Pennsylvania Department of Education is implementing a process to ensure that teachers being granted permanent teaching certificates are instructionally sound. The process utilizes a district completed instructional competency form to provide evidence of teacher competency. The first form, the 426, is a semi-annual employee evaluation for Instructional I level teachers. These evaluations occur at a minimum of two times per year for at least three years. At the conclusion of each form, the teacher is either rated satisfactory or unsatisfactory. In addition to information from professional observations, professional must collect artifacts that demonstrate their level of performance in each instructional domain. The second form, the 427 is a compilation of the data collected from the 426 process that moves an Instructional I level teacher to the Instructional II level. The state also adopted an optional 428 form or process that can be used to rate tenured teachers at the Instructional II level. The process is identical, but the teacher is assessed as commendable, satisfactory, or unsatisfactory.

The process for moving a teacher from the Instructional I level to Instructional II is based upon Danielson’s Four Domains of Instruction. Through this process, teachers approved for Instructional II or permanent certification in Pennsylvania should be competent in the areas of planning and preparation, classroom environment, instructional delivery, and professionalism.

2.5.1.1. The Influence of Danielson’s Instructional Domains on Student Learning and Teacher Supervision

According to Danielson (2002), the single most significant factor influencing any school’s program for ensuring student success is the quality of teaching. As a framework for instruction and outline for quality teaching, Danielson separated the act of teaching into four domains:

planning and preparation, the classroom environment, instruction, and professional responsibilities. Each domain then has specific aspects that make-up the components of the domain.

2.5.1.2. Preparation and Planning

Danielson's first domain deals with the teacher's ability to design instruction. Though this domain deals with how teachers organize the content that students must learn, it also covers all components of planning for instruction.

The first aspect is the teacher's ability to demonstrate a knowledge of content and pedagogy (Danielson, 2002). The teacher is also expected to demonstrate knowledge of his or her students and their learning background.

However, Danielson (2002) states that merely knowing content is not sufficient. She indicates that teachers must also be able to select instructional goals, demonstrate knowledge of resources, design coherent instruction, and assess student learning. Instructional goals must be chosen that are appropriate for both students and the instructional content. Teachers must also demonstrate knowledge of instructional design and available resources by planning for learning activities, materials, and teaching strategies that meet the curricular and student needs. After instruction of the content, the teacher must also plan for evaluation techniques that are appropriate for the taught curriculum and for the students.

2.5.1.3. The Classroom Environment

The classroom environment entails a teacher's ability to foster a comfortable and respectful classroom environment that promotes a culture for learning where students do not feel threatened when they take risks (Danielson, 2002). The components of classroom environment

are creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space. Danielson describes this classroom environment by stating that “the atmosphere is business-like, with non-instructional matters handled efficiently, student behavior is cooperative and non-disruptive, and the physical environment supports the stated instructional purposes.”

2.5.1.4. Instruction

The third domain contains the skills that Danielson (2002) states are “at the heart of teaching.” Danielson defines instruction as the actual engagement of students with the content. The third domain consists of communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Danielson (2002) states that a teacher’s level of efficiency in these skills impacts how students “experience the content, whether they grow to love it or hate it, and the extent to which they come to see school learning as important to their lives.”

2.5.1.5. Professional Responsibility

Whereas instruction encompasses what a teacher does within a classroom, the fourth domain consists of those roles assumed by teachers outside the classroom. According to Danielson (2002), students rarely see the activities associated with this domain and parents only observe them periodically. According to Danielson (2002), a teacher's professional responsibilities include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

2.6. Summary

The review of literature began with a historical overview of teacher supervision. After presenting teacher supervision from a historical perspective, the chapter examined the current state and weakness of teacher supervision. Next, a rationale for differentiated teacher supervision was presented. After the rationale, the chapter detailed differentiated teacher supervision models created by Alan Glatthorn, Charlotte Danielson and Thomas McGreal, and Otto Graf and Joseph Werlinich. Finally, the chapter concluded with a detailed explanation of Danielson's Four Instructional Domains and the components that make up each domain.

Chapter 3 provides a detailed explanation of the methodology utilized in conducting this study.

3. CHAPTER 3: METHODOLOGY

3.1. Introduction

A qualitative study was conducted of three Southwestern Pennsylvania school districts that implement differentiated supervision models. This chapter details the procedures and methodology that the researcher used in this study, including the participants, study design, instruments, procedures, data analysis, and ethical considerations.

The researcher attained permission from each high school principal to conduct interviews with her or him or the school's assistant principals.

Through a partially structured interview, the researcher ascertained the perceptions that participants possess regarding the effectiveness of differentiated supervision in improving classroom instruction and professional culture. The researcher analyzed differentiated supervision materials submitted by the respective districts to determine the components and effectiveness of the programs.

3.2. Problem Statement

The purpose of this study was to provide school communities with information regarding the influence that a differentiated teacher supervision system has on a school's professional culture and classroom instruction. The following problem statement was addressed through this dissertation: To what extent do high school administrators perceive that differentiated supervision has been instrumental in improving classroom instruction?

3.3. Research Questions

1. What does research indicate regarding teacher supervision and its impact upon classroom instruction and school culture?
2. In what ways and to what extent do high school administrators believe that differentiated supervision has enhanced school culture?
3. In what ways and to what extent do high school administrators perceive that differentiated supervision has been instrumental in improving instruction?
4. Which components of their district's differentiated supervision model do high school administrators perceive to be the most instrumental in improving classroom instruction?

3.4. Participants

The target population of this study was administrators working in three southwestern Pennsylvania high schools that have adopted a differentiated supervision model. The three

chosen school districts are demographically similar to the Greater Latrobe School District, the employer of this dissertation's author. Each school district is categorized by the Pennsylvania Interscholastic Athletic Association as AAA or AAAA.

Throughout this study, a letter coding system will be utilized to identify each participating school and principal. Below are detailed descriptions of each participating school district's demographics.

3.4.1. High School A

High School A is situated approximately 45 minutes east of Pittsburgh. The school district is considered rural. The high school serves 898 students in grades 9-12. The school district spent \$7,501 per student in 2002. The student body of High School A is 97 percent White, 1.4 percent Black, .4 percent Hispanic, and .8 percent Asian/Pacific Islander. Of the high school students, 30.1 percent of the students are classified as socio-economically disadvantaged.

The high school met annual yearly progress for the criteria established by the No Child Left Behind law. In 2004, high School A's proficiency rate on the Pennsylvania State System of Assessment (PSSA) in the area of mathematics is 64.3 percent and 75.3 percent in the area of reading. Of the students in the class of 2004, the graduation rate was 91.7.

The high school employs 52 classroom teachers, 3 counselors, and 1 librarian. Overall, there are 58 professional staff members employed in the high school. The average teacher salary in the school district is \$54,042 per year. The range of salaries for teachers in the school district is \$32,385 to \$61,717 per year. The level of teacher-pursued professional development days is 9.6 percent. The teachers work 185 contractual days each school year and 7 hours each day.

3.4.2. High School B

Located in the suburbs of Pittsburgh, High School B serves 1,279 students in grades 9-12. High School B's percentage of students who are economically disadvantaged is 4.5 percent. The school does not have a very culturally diverse student population. The student body is 95.4 percent White, .5 percent Black, .3 percent Hispanic, 3.4 percent Asian/Pacific Islander, and .4 percent American Indian. The school district's 2002 expenditure per student was \$9,553.

The school district's 2004 PSSA Proficiency rates were 76.6 percent in mathematics and 82.5 percent in reading. In the year 2004, 97.5 percent of senior students graduated. Based upon the criteria established by the No Child Left Behind Act, High School B met Annual Yearly Progress (AYP).

The high school employs 76 classroom teachers, 4 counselors, 1 librarian, 3 service coordinators, and 1 other professional staff member. There are a total of 92 professional staff members. The average teacher salary in the school district is \$52,632 per year. The range of salaries for teachers in the school district is \$31,468 to \$82,566 per year. The level of teacher pursued professional development days is 1.2 percent. The teachers work 185 contractual days each school year and 6.45 hours each day.

The community where High School B is located would be considered affluent and suburban.

3.4.3. High School C

High School C is located in the suburbs of Pittsburgh. The school serves 1,485 students in grades 9-12. As a school, 16 percent of the students are classified as economically disadvantaged. In terms of ethnicity, the schools student body is 82.7 percent white, 12.2 percent black, 4.1 percent Asian/Pacific Islander, .9 percent Hispanic, and .1 percent American Indian. The school district spends \$10,362 per student.

The high school met annual yearly progress for the criteria established by the No Child Left Behind law. For 2004-2005, high School C's proficiency rate on the Pennsylvania State System of Assessment (PSSA) in the area of mathematics is 61.7 percent and 69.3 percent in the area of reading.

The high school employs 96 teachers, 4 guidance counselors, and 3 service coordinators. The district salary range for teachers is \$37,301 per year to \$83,156 per year. The average teacher salary in the school district is \$66,550 per year. Contractually, teachers are required to work 187 days per year. The length of the instructional day is 7.1 hours. The district's teacher pursued professional development is 1.0 percent.

3.5. Qualitative Design and Justification

A qualitative study was conducted of three southwestern Pennsylvania school districts that implement a differentiated supervision model. The study explores the perception that high school principals possess regarding the influence that differentiated supervision has on improving classroom instruction and fostering a professional culture of collaboration, professional inquiry, and continuous improvement.

According to Eichelberger (1989), the objective of qualitative researchers is to attain an overall understanding of the condition studied, rather than recording the “existence” of specific, easily verified dimensions or characteristics of the circumstance. A qualitative study is the appropriate form of research for this study due to the complexity of examining the perception of various individuals regarding the improvement of instruction and the development of a professional culture. The researcher’s choice of qualitative methodology is also supported by the following statement: The central focus of qualitative research studies is to provide understanding of a social setting or activity from the perspective of the research participants (Gay & Airasian, 2000).

The researcher triangulated the findings through interviews with high school principals or assistant principals. In addition, the researcher analyzed differentiated supervision materials submitted by the respective school districts.

3.6. Instruments

Qualitative data was collected through interviews with high school principals. Gay and Airasian (2000) indicate that interviews are effective tools for examining the attitudes, interests, feelings, concerns, and values of participants. In consideration of the problem statement and research questions for this study, a partially structured interview best met the needs of the researcher. A partially structured interview involves selecting preformatted questions, yet the researcher has the option to add or modify questions when he deems that an alteration is necessary to gain additional information. The researcher asked participants both open and closed ended questions.

Additional documentation was also be obtained by examining memos, meeting minutes and products from cooperative professional development, self-directed development, and teacher portfolios.

The interview was researcher-designed and pilot-tested. The interview was pilot tested by five secondary level administrators. These individuals will not be included in the study, as they will not be employees of the participating districts.

3.7. Procedures

First, the researcher contacted the high school principals of the selected schools for their approval and agreement for participation. After attaining approval, the researcher sent a letter that detailed the study to all prospective participants.

During the interviews, the researcher taped the administrator responses. Following the interview, the researcher typed his field notes. The field notes consisted of the interview highlights and some direct quotations. All field notes, tapes, and diskettes will be kept in a fireproof, locked metal box in the home of the researcher for a time not to exceed five years from the successful defense of this dissertation.

3.8. Data Analysis

The data collected from the survey was reported in narrative form. In addition, a content analysis was conducted of the data for each question by school district. The results are reported in both narrative form and through tables.

3.9. Ethical Considerations

The proposal for this dissertation was reviewed and approved by the Institutional Review Board at the University of Pittsburgh. In addition, the researcher also completed the required modules on research ethics required by the University of Pittsburgh.

4. CHAPTER 4: RESULTS

4.1. Overview

The principals or assistant principals of three Southwestern Pennsylvania high schools were interviewed to ascertain their perceptions regarding the impact of differentiated teacher supervision on improving classroom instruction and professional culture within their school. Each administrator in all three high school buildings spent approximately 60-90 minutes answering both open-ended and closed-ended questions during an interview with the researcher.

Chapter four of the dissertation will utilize the results of these interviews with the building principals, copies of each school district's supervision and evaluation system, and copies of teacher generated supervision plans and other evidence to explore the problem statement and answer the research questions. Chapter IV will:

- a. Describe the current differentiated system of supervision and evaluation used in each of the participating high schools.
- b. Present significant results from the data gathered about the following topics:
 - i. Teacher collaboration
 - ii. Professional Inquiry
 - iii. Incremental changes and continuous improvement
 - iv. Classroom instruction and student learning
 - v. Other themes emerging from the interviews

4.2. Data Presentation

Responses to the structured interview questions were recorded and transcribed by the researcher. Once the descriptive data were organized, the researcher analyzed the data through the use of descriptive narratives and charts. Qualitative data is reduced and transformed through selecting, summary, and paraphrase. Summaries and paraphrasing are used to investigate the research questions.

The interview data for each question is presented in a reduced format. The information for each question has been garnered from administrator responses and summarized. Actual quotations from administrators which support the summaries are inserted into the text. In an effort to maintain the confidentiality of the administrator, a lettering system is utilized in the text.

Responses to some interview questions warrant presentation of the data in the form of matrices or tables. The purpose of presenting data in matrices or tables is to provide data in a format that is organized, compact, and accessible to the reader.

4.2.1. The Current Differentiated System of Supervision and Evaluation Used in Each of the Participating High Schools

Differentiated supervision is a general term that describes the process of providing teachers an opportunity to choose supervision options to meet their individual growth needs. However, as detailed in the review of literature, there are various differentiated supervision models developed by numerous scholars and practitioners. In addition to these various versions, each school that adopts differentiated supervision modifies the specifications and components to meet its own needs or organizational structure. Each of the school districts participating in this study also designed and implemented its own versions of differentiated supervision.

In an effort to delve into how differentiated supervision impacts the quality of instruction in each high school, one must begin by considering the individual design of each organization's differentiated supervision model. Below, the supervision options and structure of each school's supervision model are described. Each school's structure and design differ in options available for teachers and extent of implementation.

4.2.1.1. High School A

The differentiated supervision policy and procedures implemented in high school A is a district-wide initiative. The supervision philosophy indicates that the plan was developed through cooperation and collaboration between the school district and education association. These two entities jointly made a statement that recognizes the importance of continuously improving the teaching skills of all professional employees. The philosophical statement states that differentiated supervision is designed to provide for the growth, professional development, and accountability of all staff members through continuous interaction between administrators and teachers in an atmosphere of mutual respect and trust. The statement concludes with an affirmation that the relationship between the administration and teachers will foster an environment where students will reach their full academic and personal potential.

The differentiated supervision model utilized in high school A has five modes. Teachers may choose to participate in clinical observations, peer collaboration, or self-directed development. Professional employees may be in two supervision models simultaneously. However, all new teachers to the school district and non-tenured teachers are placed in traditional observations, while tenured teachers experiencing instructional difficulties may be assigned to focused assistance by the school administrators.

The traditional mode of evaluation involves a tenured employee with at least one year of experience in the school district choosing to have one formal classroom observation. The professional employee is evaluated on a yearly basis and receives the traditional supervision form after each classroom visit. However, the administrative observer has the right to visit the classroom unannounced. The teachers are rated based upon their personality, preparation for the lesson, instructional techniques, and pupil reaction to the lesson. Then, the evaluator provides a satisfactory or unsatisfactory rating.

All non-tenured teachers, those professionals with less than one year of experience in the school district, and teachers requesting this level of support may be placed in the clinical supervision mode. First, each professional employee identifies an area of concentration through consultation with the principal and/or mentor. Then, the employee in clinical supervision must complete an individual action plan with his or her building principal and/or mentor and complete the outlined activities prior to the end of the school year. A professional employee attains a satisfactory rating on his or her teacher evaluation forms once he or she completes the individual action plan and clinical supervision mode. When a teacher opts or is assigned into the clinical supervision mode, the administrator schedules a minimum of three clinical observations that include a pre-observation conference, observation, and a post-observation conference. The focus of this cycle is on the goal(s) of the action plan. At the conclusion of the third clinical observation of the series, a traditional supervision form is completed by the administrator.

Teachers who receive an unsatisfactory rating or have an identified need for improvement in the traditional evaluation/ supervision mode are placed in the Focused Assistance mode. The district defines the focused assistance mode as a process of intensive evaluation that gives teachers useful feedback on instructional strengths and needs. The evaluation mode is used to

assist the school district on decisions regarding continued employment for at-risk staff and to provide these staff members with advice on how to make changes in the classroom.

The focused assistance mode is a three step process. The first step of this process is the improvement plan. The program of improvement begins when a professional employee is rated “I” (improvement needed) or “U” (unsatisfactory) in one or more areas on a district-approved observation form. As part of the post conference, the administrator and teacher discuss the areas of concern and potential ways for improving performance in the area. The employee may appeal the designations by requesting an additional formal observation by the same or a different evaluator. If the teacher receives a satisfactory performance in the area of concern, the process is complete.

However, if the teacher receives a subsequent rating of “I” or “U” in the previously designated area of concern, the professional employee is given written notice that his or her performance is in need of improvement or is unsatisfactory in the specified area or areas. Then, an improvement plan is designed by the professional employee and administrator. The plan includes a time line, recommendations for improvement, and designation of responsibilities for all parties involved in implementing the plan. If there is failure in reaching a final agreement regarding the contents of the plan, then the administrator has the final discretion.

In the next formal observation, a satisfactory performance in the area(s) of concern ends the teacher’s assignment to focused assistance. However, if the professional employee fails to attain a satisfactory rating in the areas of concern the staff member is moved to step three. Teachers who fail to earn a satisfactory rating have the opportunity to appeal the decision to the superintendent.

If at the end of the plan's time line the professional employee's performance is rated unsatisfactory, the teacher receives an unsatisfactory rating at the state level.

Satisfactory teachers who are tenured may elect to participate in peer collaboration. First, teachers must undergo training prior to participating in Peer Collaboration activities. Next, the teacher develops and submits his or her individual action plan. Then, over the course of the school year, teachers complete a minimum of two peer collaboration conferences. The teacher must hold a mid-year consultation with the principal to discuss progress toward the action plan goals. At the conclusion of the school year, the principal and teacher review the outcome of the action plan and the professional employee completes a summative peer collaboration narrative. After acceptable completion, the teacher receives a satisfactory rating.

Teachers may also choose to participate in self-directed supervision. Teachers working in this mode are permitted to work independently or with a team to explore in-depth ideas and interests in order to refine and develop professional skills and growth. The plan must demonstrate measurable student/teacher benefit. With the principals' approval, tenured teachers who are permanently certified and have at least two years of experience in their related field may elect to participate in self-directed development.

In the self-directed mode, the professional employee holds the responsibility for collecting and keeping all data. Each January, the teacher must meet with an administrator to discuss his or her progress toward the proposed plan. Any adaptation that occurs throughout the school year must be approved through the appropriate administrator. The teacher and administrator must also meet to discuss the outcome of the action plan.

Teachers choosing self-directed development may elect to read about a particular topic and try new strategies with the intent of improving instruction. Suggested activities involve trying

new strategies for such things as classroom management, cooperative learning, discipline, individualized instruction, management, etc. Teachers may also conduct workshop for staff development, write a professional paper, develop a journal, create lessons to address various learning approaches, and implement motivational techniques.

4.2.1.2. High School B

The associate principal of high school B could not provide a written plan or process for teacher participation in differentiated supervision. However, the professional contract between the school district and teachers' association provides tenured teachers with the opportunity to participate in an alternative supervision model. According to the contract, teachers may work with the school's administration and departmental leaders to create a professional growth plan.

Upon questioning about this process, the administrator conveyed that teachers who are tenured and perform satisfactorily in the classroom may choose to work on a self-directed project or peer collaboration activity. However, the activity or project must directly impact student achievement or school culture.

4.2.1.3. High School C

High school C breaks down its process for teacher evaluation into three categories: Entry Level, Mid Level, and Career Level. The Entry Level category includes all teachers not yet permanently certified.

The Mid Level begins once a teacher receives permanent certification status and continues until the professional has completed 15 years of service. These individuals would have two

formal observations per year. However, instead of two formal observations, the professional may replace one of these announced observations with a personalized option.

The Career Level teacher is any professional with 16 or more years of teaching service. These individuals fall into a three year cycle for evaluation. In the three year cycle, a professional employee will have one formal observation and one personalized option that will occur in separate years. The principal and teacher must agree to the personalized option. If an individual chooses not to participate, then he or she would receive one formal observation during each year of the cycle.

The teachers at high school C have many personalized options. For one, these teachers may participate in videotaping. The teacher uses a video camera to record the instructional process. The teacher may then use it as a source of self-evaluation, as a lesson to be shared with other teachers to demonstrate the presentation of a concept, as a demonstration of effective instruction for sharing with an administrator, or as a resource for students.

Teachers choosing a personalized option may also elect to serve as a mentor to new teachers, as a cooperating teacher for student teachers, or as a participant in peer observations. The district's mentoring program is extensive and focused on continuous improvement. However, the collaboration that occurs in the above mentioned programs benefits both new and veteran staff members.

Teachers may also collaborate with their peers or work independently on developing a teacher directed project. Teachers with a common interest may elect to research, review, and share articles on a topic or subject. Next, the building administration is provided with a summary of findings and a recommendation for changes in curriculum, instruction, assessment, and/or other factors impacting student achievement.

Additionally, teachers may also elect to conduct an artifact review where they assemble a portfolio of their work samples. These artifacts may include lesson plans, learning centers, bulletin boards, assessments, and other instructionally-based evidence. Teachers may also engage in program work through their role as an officer in a professional organization. Teachers may also participate in a teacher exchange. Through this option, teachers elect to trade classes for an approved period of time.

Teachers also have the option to choose innovative technology. Teachers have the opportunity to develop innovative learning opportunities for students using computers, video discs, multimedia presentations, on-line searching, or other resources. Also, teachers are permitted to collaborate with businesses to determine the skills needed for success once the students enter the real world. Finally, teachers can elect to do a shadowing experience. The teacher in this option chooses to observe a teacher in his or her grade level or academic department.

4.3. Significant results

4.3.1. Research Question 2: In what ways and to what extent do high school administrators believe that differentiated supervision has enhanced school culture?

4.3.1.1. Teacher Collaboration

In answering the first question of the interview, “How has differentiated supervision influenced the quality and frequency of teacher collaboration,” high school administrators consistently indicated that teacher collaboration increased significantly due to options available through their districts’ differentiated supervision model. One administrator explained her school’s significant increase in teacher collaboration since the implementation of a differentiated supervision model:

A: "I have seen a significant increase in collaboration among teachers since we have started differentiated supervision. From the time we began the program until now, we have seen a significant increase in the teachers who freely choose to work collaboratively... As a matter of fact, even the teachers working in self-directed supervision have found ways to work collaboratively."

Principals also consistently cited the professional growth in teachers due to their collaborative work within departmental areas. The principals discussed how teacher collaboration has become the norm in solving issues that arise at the classroom, building, and district levels. In describing the departmental collaboration, principal B indicated:

B: "Differentiated supervision has brought the teachers together to work departmentally. The departments now work to improve their curriculum. Most importantly, teachers who teach the same class work to make certain that they are on the same page. They make sure that teachers have continuity between their classes and that their students master the same content."

The increase in collaboration has been cited as a reason for various improvements in the high schools studied. One principal stated that prior to collaboration becoming a focal point in his high school, the school experienced an extraordinarily large number of newly hired teachers deciding to leave the profession of teaching. The district had just experienced a ninety percent turnover in staff due to retirement. Then within three years, administrator C reported, "Major red flags arose when we had some newly hired teachers opt to leave the profession, despite the fact that we have one of the highest levels of pay in Western Pennsylvania."

After examining the cause for this teacher turnover, the teachers' union and administration decided to pursue differentiated teacher supervision as a means to provide support for both new and veteran teachers. As part of their contract, all new teachers in the district participate in peer observations and collaboration, while veteran staff can choose to participate in either self-directed development or peer collaboration. According to this principal, "the differentiated supervision model provided support for both veteran and non-tenured colleagues. We not only had teachers opt to stay in the profession, we had a great deal of growth in our teachers within 3-5 years."

Several examples of departmental collaboration were provided by each high school administrator. Administrator A indicated that many teachers are participating in collaborative activities but gave two examples of extraordinary departmental projects that had significant impacts on student performance. In terms of the impact that collaboration is having on her teachers, the administrator indicated, "During walkthroughs, we can see the results of collaboration. It is apparent that teachers are incorporating the best practices and instructional strategies that they learn from their peers."

The first departmental project involved the English Department working as a team on a self-directed research activity. Each member of the department researched a best practice on various pedagogical strategies for teaching English. Then, each month a different teacher presented his or her research and best practices to the entire department. The administrator perceived that this project has significantly improved the students' use of grammar and language mechanics in their writing and overall literature instruction.

The second project involves learning support students working together to create behavioral intervention plans and strategies for their ninth grade students. After creating a plan

for these students, the learning support teachers work with regular education teachers to pilot the plans and integrate these activities into their daily interaction with students. The transition for the learning support students in regular education classes has been improved due to this collaboration.

Principal B stated that teachers in his building “engage in dialogue about best practices in their departments.” Departments meet weekly to discuss curriculum, while teachers individually discuss classroom instruction. According to the principal, the major focus of the departmental collaboration tends to be modes of instruction, the Pennsylvania State System of Assessments, and the results of common classroom assessments. The principal indicates that 100% of his faculty engages in professional dialogue sessions, curriculum development, common assessment development, and shared planning.

Principal C expounded upon his school district’s peer observation program. Though only non-tenured teachers are required to participate in these sessions, the master teachers have used this opportunity to develop a teacher mentoring program. The principal stated that, “Through this relationship, both the new and the experienced teacher benefits and grows.” The master teacher begins by entering the classroom of the new teacher. After the observation, the master teacher, the new teacher, and an administrator meet to discuss the lesson. The administrator is present to promote positive dialogue and the value of the experience. Next, the new teacher conducts three peer observations of experienced faculty members. After the lesson, the teacher meets with his or her veteran colleague. In addition to looking at ways to improve his or her own practice, the teacher is looking for what he or she would have done differently.

After the teacher completes his or her first year and demonstrates a minimal level of competency, a panel observation occurs. During this observation, 2 or 3 teachers conduct an observation of the teacher. This observation is tightly focused and can be between 15 minutes and an entire period. The focus is chosen by the teacher, principal, and master teacher. The team's observation focuses on the specific instructional component selected. For instance, the team may choose to look at the anticipatory set, integration of technology, questioning, closure, or any other element of instruction. Principal C reports that peer observation has moved from being merely a component of the teacher induction program to evolving into a common part of the differentiated supervision model.

Principals described various collaborative activities that are pursued by teachers in their high schools. Departmental activities involving professional dialogue sessions and curriculum development were cited by all the principals. However, peer observations were conducted in two of the school districts. Chart 4.1 below indicates the percentage of staff participation in collaborative activities at each high school and the percentage of high schools that have teachers who engage in each activity. Table 4.2 shows the frequency of each collaborative activity as reported by the high school principals.

TABLE 4.1: TYPES OF COLLABORATIVE ACTIVITIES AND LEVELS OF STAFF PARTICIPATION IN HIGH SCHOOLS.

Activity	High School A (Percentage)	High School B (Percentage)	High School C (Percentage)	Percentage of schools where staff participate
Peer Observations	30%	N	80%	66%
Lesson Study	N	30%	N	33%
Professional Dialogue Sessions	50%	100%	100%	100%
Curriculum Development	50%	100%	20% each year	100%
Assessment Development	100%	100%	N	33%
Study Groups	50%	N	45%	66%
Shared Planning	100%	100%	N	66%
Cooperative Material Development	50%	N	N	33%

N= Non-participation

TABLE 4.2: FREQUENCY OF PARTICIPATION

Activity	School A	School B	School C
Peer Observations	Each Semester	N	Each Semester
Lesson Study	N	Quarterly	N
Professional Dialogue Sessions	Monthly	Weekly	Each Semester
Curriculum Development	Monthly	Weekly	Yearly
Assessment Development	Monthly	Monthly	N
Study Groups	Monthly	N	Each Semester
Shared Planning	Daily	Daily	N
Cooperative Material Development	Monthly	Monthly	N

N= Non-participation

If teachers are to work collaboratively in a meaningful and productive manner, then school districts must find creative ways to provide teachers with the resource of time. The principals of the high schools all described ways that they provide time for teachers to collaborate with their professional colleagues.

In school A, shared planning is built into the daily schedule. Each morning, teachers have a thirty minute seminar time. Teachers utilize this time to collaborate, plan, meet with students, and work on other projects. During these professional development sessions, administrators participate in the groups and even facilitate some of these workshops.

In addition to utilizing internal resources to present professional development sessions, high school A also brings in outside experts to work with groups of teachers on best practices. Experts on reading, mathematics, and differentiated instruction have been hired to lead job-embedded professional development. These experts work with groups of teachers and also in individual classrooms in assisting teachers to incorporate best practices into classroom instruction. The district is also willing to commit time during in-service days to focus on collaborative activities. Through the Act 48 Committee (professional development committee), teacher representatives can request time to work on projects. For instance, the English Department regularly requests time to work on their collaborative activity.

School District B has attempted to create time for teachers to collaborate in their daily schedule. Contractually, teachers are required to either arrive to school 25 minutes early or stay 25 minutes after school. The time is utilized for teacher and departmental collaboration. The flex-time can also be used to work with individual students. According to principal B, the flex-time provides teachers the opportunity to work on collaborative activities without students in the building. In addition, the school has created time for teachers to collaborate through late start times or early dismissals for students. Once each month, students either leave 2.5 hours early or arrive 2.5 hours later. The time is used to focus on teaching and learning. Teachers also analyze the performance of students on common assessments or PSSA's.

In high school C, the major focus of all professional development and collaborative activities is the differentiation of instruction. The district provides substitute teachers for teachers to conduct peer observations that focus on differentiated instruction. Also, outside experts are brought in to work with teachers on differentiating instruction in their classrooms.

Below, Table 4.3 indicates the various ways that school districts provide teachers with the time to work collaboratively and the percentage of schools that provide that opportunity. All the school districts utilize departmental time for teachers to work collaboratively on departmental projects, while 66% of the school districts incorporate shared planning time, staff development sessions, in-service days, and provide for outside resources. Substitutes are provided in only one high school. Also, only one high school utilizes its faculty meetings for teacher collaboration.

TABLE 4.3: HOW HIGH SCHOOLS PROVIDE TIME FOR TEACHERS TO WORK COLLABORATIVELY

What School Did to Promote Teacher Collaboration	School A	School B	School C	Percentage of Schools
Shared Planning Time	YES	YES	NO	66%
Provide substitutes	NO	NO	YES	33%
Pay for outside activities	YES	NO	YES	66%
Purchase supplemental materials and books	NO	NO	YES	33%
Administrators participate	YES	NO	YES	66%
Staff development sessions	YES	NO	YES	66%
Faculty Meetings	NO	NO	YES	33%
Departmental Meetings	YES	YES	YES	100%
In Service Days	YES	NO	YES	66%
Monthly 2.5 hour altered student starting or ending time	NO	YES	NO	33%

4.3.1.2. Professional Inquiry

Professional inquiry is a complex form of reflection that involves teachers self-assessing their own instructional practices and beliefs. Danielson and McGreal (2000) state that when teachers engage in self-assessment or reflection, they are extremely perceptive of their own skills in teaching and can be extremely accurate in their perceptions. Some activities that support professional inquiry are professional portfolios, lesson video-taping, journaling, peer observation, and action research.

In answering a series of questions focused on professional inquiry, principals indicated that their differentiated supervision model and professional development have become heavily dependent upon professional inquiry.

According to principal A, as part of the differentiated supervision model “teachers have been participating in focus groups, action research, and peer collaboration to improve their individual instruction.” The principal detailed the connection between the activities associated with their differentiated supervision model and the teachers’ commitment to engaging in professional inquiry. It is the principal’s belief that these activities foster professional inquiry among most teachers.

Principal B made the following statement that indicated the link between the school’s current supervision model and a focus on professional inquiry:

The teachers are able to see that the district’s focus is on what they are interested in learning. Teachers look at their instruction and see what they need to do more of and what needs to change in their classrooms... Teachers will meet and look at what is instructionally working in the classroom of other teachers and work with their peers to help themselves grow professionally...

According to principal C, “The major focus in the district has been pinned on improving instruction.” The administrator stated that now post-conferences, faculty meetings, departmental meetings, in-service days, peer observations, and even general conversations all focus on having teachers reflect upon their own practice and then on how to enhance teaching and student learning.

Principal A went into extensive detail regarding the various professional activities chosen by her teachers that promote professional inquiry. Tenured teachers have been participating in focus groups, action research, and peer collaboration to improve their individual instruction. Non-tenured teachers engage in portfolio development, video-taped lesson analysis, journaling, peer observations, and self-evaluations. The principal said that these activities were not prevalent among her faculty prior to the creation of differentiated supervision. When teachers took ownership for the development of the supervision model and outlined the expectations, professional inquiry quickly became a characteristic of the instructors working in the school.

Principal A again referred to the English focus group formed in her school. According to the principal, “This department has used their focus group to improve curriculum and incorporate research-based best practices into daily instruction.” The science teachers who teach biology and anatomy & physiology have utilized action research and peer collaboration to learn new methods for teaching science labs. The teachers have worked collaboratively to learn how to use a projection microscope. An image from the microscope is projected on the wall and used to accentuate critical points in teaching concepts. The process involved teachers reflecting upon their current practices, researching best practices, and collaborating on how to implement this instructional technology into their teaching.

In principal A's building, even teachers who elect the clinical supervision model instead of peer collaboration or self-directed development must participate in activities that promote professional inquiry. Teachers who elect to participate in clinical supervision must conduct video-tape self-analysis and journaling. Only ten percent of the faculty members in high school A elect to participate in clinical supervision.

In principal B's high school, 30 percent of teachers are working departmentally on lesson design and study. The primary focus of these sessions is for professionals teaching common courses to design lessons for major concepts. Next, teachers observe one of the faculty members teaching the lesson and provide feedback on the design of the lesson. Teachers alternate who is teaching each newly developed lesson. The lesson study groups can be used as a component of the supervision model, but participation is voluntary and not structured. The informality of this activity creates a perception that professional inquiry is a common characteristic of this school.

In the above-mentioned high school, 100 percent of the teachers are participating in the creation of common assessment anchors. Departmentally, all teachers are working with their peers to develop these common assessment anchors and power standards for each course. The principal believes that through these activities teachers are more committed to examining their instruction and looking for ways to improve student performance.

TABLE 4.4: TYPES OF PROFESSIONAL INQUIRY ACTIVITIES AND LEVELS OF PARTICIPATION

Activity	High School A (Percentage)	High School B (Percentage)	High School C (Percentage)	Percentage of high schools where staff participate
Portfolio Development	25%	N	N	33%
Video-Tape Self- Analysis	10%	N	30%	66%
Journaling	10%	N	N	33%
Peer Observations	30%	N	10%	66%
Action Research	60%	N	10%	66%
Self-Assessment Inventories	10%	N	N	33%
Other- Collaborative lesson design	N	30%	N	33%
Lesson Study	N	30%	N	33%
Common Assessment Anchors	100%	100%	N	33%

N= Non-participation

TABLE 4.5: FREQUENCY OF PROFESSIONAL INQUIRY ACTIVITIES UTILIZED IN HIGH SCHOOLS

Activity	High School A	High School B	High School C
Portfolio Development	Math-monthly English- Each Semester	N	N
Video-Tape Self-Analysis	Yearly	N	Yearly
Journaling	Weekly	N	N
Peer Observations	Each Semester	N	Monthly
Action Research	Yearly	N	Yearly
Self-Assessment Inventories	Yearly	N	N
Collaborative lesson Design	N	Weekly- Informal program	N
Lesson Study	N	Quarterly	N
Common Assessment Anchors	Monthly	Monthly	N

N= Not participating

School districts have committed various amounts of resources to promote professional inquiry activities. For example, principal B's school utilizes daily flex time to provide teachers the opportunity to work on projects independently. Teachers either come to school thirty minutes prior to the start of school or stay for thirty minutes after student dismissal. Also, students have either a 2.5 hour early dismissal or late start one day each month. The time is then utilized for professional inquiry or collaborative activities.

However, arranging time for reflective activities during the "regular" school day is difficult. The school operates on an eight period day. Teachers must teach six courses, are assigned one duty, and have a planning period. Most teachers are assigned to teach multiple classes.

Due to the lack of time allotted for teachers to engage in collaborative or professional inquiry activities, most teachers elect to receive traditional observations (clinical supervision). In addition, the associate principal stated that teachers complain because he conducts the traditional observations of teachers regardless of whether they chose the self-directed development option, peer collaboration model, or clinical supervision. The associate principal indicated that teachers claim not to see the advantages of choosing one of the options. However, he believes that the teachers elect to participate in collaborative and professional inquiry activities anyway.

However, principal B cited that the progress of their middle school supersedes that of the high school. The middle school has created time throughout the day for teams of teachers to collaborate. For one, teachers only teach five out of nine academic periods and have no duty assignments. Paraprofessionals have also been hired to supervise duties. Overall, the middle school has been very committed to differentiated supervision.

TABLE 4.6: HOW THE HIGH SCHOOLS ENCOURAGE TEACHERS TO ENGAGE IN PROFESSIONAL INQUIRY.

What School Did to Promote Inquiry	High School A	High School B	High School C	Percentage of Districts
Hire substitutes	NO	NO	YES	33%
Purchase supplemental materials and books	YES	NO	YES	66%
Staff development sessions provide time	YES	YES	YES	100%
Faculty Meetings provide opportunities	NO	YES	YES	66%
Other- Departmental meetings	YES	YES	NO	66%

4.3.1.3. Incremental Changes and Continuous Improvement

Research indicates that the most effective schools are those that commit themselves to incremental change and continuous improvement (Fullan, 1991). The first question in this section asked the principals, “What positive instructional changes have resulted from teacher participation in differentiated supervision?” All of the administrators detail the impact that differentiated supervision has had on the quality of teacher performance and student achievement. A common theme was that teachers and academic departments now take a great deal more ownership for the improvement of instruction, but most noticeably teachers are now more cognizant of individual student performance on both internal and external assessments.

According to principal A, the instructional ability of teachers in her high school has been greatly enhanced. She said, “Teachers are providing more research-based and student-centered learning activities in their classrooms. Our teachers are working collaboratively to find ways to reach students, improve instruction, and improve student performance.”

Principal B went into extensive detail describing the positive changes that have resulted from teacher participation in their supervision model. In this high school, it is reported that teachers have been more successful in incorporating best practices into their classrooms. The principal also states that teachers have been committed to acquiring and refining their instructional skills. As an overall statement, the principal said, “Teachers really are looking at best practices. Teachers now ask themselves, ‘What’s really good and what’s not really suited for my classroom?’”

Principal B expounded upon teachers taking responsibility for their instruction. “Teachers can no longer make excuses about not being comfortable with best practice.” Through expectations established by their administration and professional colleagues, teachers are expected to work cooperatively to learn the best practices. The administration and department heads also feel responsible for coaching teachers in the incorporation of best practices into their classroom. One example provided by the principal involves the integration of technology into the classroom. The high school recently implemented a laptop on a cart program. The district provides substitutes so that teachers can work with technological experts to incorporate instructional technology into their classrooms.

In principal C’s high school, teachers and departments now engage in rich dialogue regarding teaching and learning. Each month departments collaborate through roundtable discussions about PSSA results and curricular or instructional needs. Also, departments take

more responsibility for student performance. Department chairpersons now examine grade breakdowns to determine if variations exist between teachers instructing the same course. If a variation does exist, then discussion ensues about best practices, ways to improve student achievement, and the alignment of instruction between the teachers. Department chairs have become an extension of administrators in this high school. To enable department heads to examine data, impact instruction, and enhance student learning, they are not assigned duty periods

The principals were able to describe the change process in their high schools with varying degrees of detail. Some described a general format utilized in their high school, while others gave examples of how groups or departments changed instruction in a positive way. However, each principal talked about a transformation in how teachers and departments institute the use of best practices into classrooms and utilize data to improve student performance.

Principal A described how the change process has occurred for teachers in her school. After teachers conduct research or action research, they begin to pilot the project within their own classrooms. If the pilot demonstrates significantly positive results, then the department looks to implement it more widely across the classrooms. As an example, the principal described the process utilized by high school A's English Department. First, teachers conducted extensive research on the teaching of grammar and language mechanics. The department then began examining their curriculum maps. Next, they looked at their individual unit and lesson plans. After determining where they need to implement different instructional practices, teachers began to work cooperatively to incorporate these methods into their daily lessons.

Classrooms in principal B's school have transformed from being teacher-centered to student-centered. The focus has gone from the teacher as "sage on the stage" to teacher as a

facilitator of learning. Principal B discussed the process that they used for their national certification. First, teachers worked to develop building mission and belief statements that are aligned with the school district's mission statement. Teachers were then divided into action groups. These action groups regularly work to solve instructional issues, increase student achievement, or discuss other issues ranging from teacher morale to the school's appearance. Through faculty dialogue and the work of these groups, the display of student work throughout the classrooms and school has become more prevalent.

Data drives decision-making and the change process in high school C. Principal C reports that chairpersons and teachers examine student and school data. From this data, the department chairs work collaboratively with teachers to enact any necessary changes in instruction or with administrators for any school-wide initiatives.

Below, Table 4.7 details the various teacher supervision activities that promote a commitment to incremental change and continuous improvement. Many of these activities also promote teacher collaboration and professional inquiry and were reported earlier, but are important in depicting how a commitment to incremental change and continuous improvement are promoted through differentiated teacher supervision.

TABLE 4.7: TEACHER SUPERVISION ACTIVITIES THAT PROMOTE A COMMITMENT TO INCREMENTAL CHANGE AND CONTINUOUS IMPROVEMENT.

Activity	High School A (Percentage)	High School B (Percentage)	High School C (Percentage)	Percentage of schools where staff participate
Peer Observations	30%	N	10%	66%
Lesson Study	N	30%	N	33%
Professional Dialogue Sessions	50%	100%	100%	100%
Curriculum Development	50%	100%	20%	100%
Assessment Development	100%	100%	N	66%
Study Groups	50%	N	N	33%
Shared Planning	100%	100%	N	66%
Portfolio Development	25%	N	N	33%
Video-Tape Self-Analysis	10%	N	30%	66%
Journaling	10%	N	N	33%
Action Research	60%	N	10%	66%
Self-Assessment Inventories	10%	N	N	33%

N= Not participating

TABLE 4.8 FREQUENCY OF STAFF PARTICIPATION IN ACTIVITIES THAT PROMOTE A COMMITMENT TO INCREMENTAL CHANGE AND CONTINUOUS IMPROVEMENT.

Activity	High School A	High School B	High School C
Peer Observations	Each Semester	N	Monthly
Lesson Study	N	Quarterly	N
Professional Dialogue Sessions	Monthly	Weekly	Monthly
Curriculum Development	Monthly	Weekly	Yearly
Assessment Development	Monthly	Monthly	N
Study Groups	Monthly	N	N
Shared Planning	Daily	Daily- Flex-Time	N
Portfolio Development	Monthly	N	N
Video-Tape Self-Analysis	Yearly	N	Yearly
Journaling	Weekly	N	N
Action Research	Yearly	N	Yearly
Self-Assessment Inventories	Yearly	N	N

N= Not participating

4.3.2. Research Question 3: In what ways and to what extent do high school administrators perceive that differentiated supervision has been instrumental in improving instruction?

The purpose of teacher supervision is to enhance classroom instruction and ultimately student learning. Within each of Danielson's domains of instruction, there are various components that may serve as indicators of teacher effectiveness.

First, the researcher asked principals to indicate how participating in the district's supervision model has been instrumental in improving instruction within the domain. Then, building administrators were asked which specific components of the domain were improved. They were also asked to provide evidence or activities that indicate that there has been an improvement.

4.3.2.1. Improving the Planning and Preparation of Teachers

In regard to perceived improvement in the area of planning and preparation, principal A indicates that she only collects lesson plans from teachers in high school A three times each year. However, when lesson plans are collected, the administrators look to see if teachers are actually incorporating the research and materials developed through professional development into their planning. Next, the administrators examine how teachers are incorporating this research into their lessons. According to the principal, "We want to see how they are using these best practices and instructional resources to reach kids and improve student learning."

In discussing her teachers' ability to demonstrate knowledge of content and pedagogy, principal A cited the specific improvement evident in the performance of her English teachers. In addition to seeing a qualitative improvement, she indicated that these improvements are evident when she examines the PSSA scores of her 11th grade students. In looking at the

separate domains measured by the PSSA tests, one can see improvement in the areas where teachers have focused their efforts in making specific improvements. However, the principal states that the mathematics teachers need to replicate this process within their department.

Principal A indicates that her teachers have progressed in their ability to demonstrate knowledge of students. She credits her learning support teachers' work as being the catalyst, but states that regular education teachers have embraced the concept of meeting the needs of all students. While the learning support teachers are working to learn about the behavioral and instructional needs of individual students, inclusion teachers are working to integrate this knowledge into instruction.

In terms of selecting instructional goals, the teachers in school A have improved in their ability to select instructional goals for both their own professional growth and student learning. The evidence of this commitment to lifelong learning and student achievement is evident in specific PSSA improvements. Principal A indicated that the improvements have not occurred as quickly as she would like, but sometimes it takes years to see these improvements and make the necessary changes to enhance student learning. In discussing the teachers' ability to design coherent instruction, the principal remarked that she can see this improvement when she regularly sees objectives, assignments, and curriculum maps posted on the chalkboard.

In describing how participating in the district's supervision model has been instrumental in improving the planning and preparation of teachers, principal B states that through collaborative planning teachers are improving their instruction. To provide an example of the improvement in planning and preparation in high school C, the principal described a cooperative partnership between his mathematics teachers and a local university. Through training provided by the university, teachers are using Third International Mathematics and Science Study

(TIMSS) data to plan for the implementation of new ideas into their instruction. According to the principal, he has also noticed improvement in the teachers questioning and assessment of students to check for understanding and instructional quality. The focus of planning and preparation is student understanding and achievement. Teachers in high school C now incorporate power standards into their daily lesson plans. Power Standards are those skills and concepts that every student who takes a course should master. Power standards are adopted by all teachers in the school who teach a particular course.

According to principal B, teachers are demonstrating more extensive knowledge of their students. In designing instruction and assessments, teachers gear lessons more to the needs of individual students. By checking for understanding in a more deliberate and focused manner, teachers in high school B are more knowledgeable of their students' learning needs.

Principal B indicated that his teachers are designing more coherent instruction. Teachers used to take off in the direction of their personal interest in regard to curriculum and instruction. Through examining lesson plans and conducting frequent walkthroughs, the principal recognized that teachers are "sticking more closely to the designed curricula." The administrator reported that instruction is more tightly aligned to the power standards and resembled the best practices that have been the focus. Along similar lines, the principal cited improvement in the assessment of student learning. Teachers are now using assessment results and student data to drive lessons. According to the principal, teacher assessments and questioning are promoting a higher level of understanding and determining student accomplishment of instructional objectives.

In high school C, peer observation and professional dialogue sessions have focused more attention on choosing appropriate curriculum and learning activities based upon standards and individual student needs. Teachers, when planning for instruction, now begin by selecting

instructional goals that align with the standards and individual needs of the students. Next, the teacher plans activities that teach the standards-based content in a way that best meets the needs of the students.

In terms of the teachers' ability to demonstrate knowledge of content and pedagogy, the principal is just beginning to recognize progress in the planning and preparation of teachers. Principal C states that the previous administration did not place a great deal of emphasis on pedagogical knowledge and skill. However, the new superintendent has committed more money and time to assist teachers in acquiring the necessary knowledge. Due to this interest from the central office, the importance of developing content and pedagogical knowledge has trickled down to building administrators and teachers.

Teachers in high school C are now requesting more resources for use within their classrooms due to this interest from central office. The teachers' knowledge of available resources and their desire to incorporate these resources into the classroom have increased. In addition, teachers are now committing more of their personal resources to differentiate instruction and to provide different types of assessments to assess student learning.

Table 4.9 displays the perceived improvement in the area of planning and preparation. All principals indicated that they perceive improvements in the teachers' ability to demonstrate knowledge of students, select instructional goals, and design coherent instruction. Sixty-six percent of the principals perceive improvement in the areas of demonstrating knowledge of content and pedagogy and assessing student learning. Only one high school principal indicated that his teachers have shown improvement in their knowledge of resources.

TABLE 4.9: PERCEIVED PLANNING AND PREPARATION IMPROVEMENT

Components of Domain	High School A	High School B	High School C	Percentage of Schools that Perceive Improvement
Demonstrating knowledge of content and pedagogy	I	N	I	66%
Demonstrating knowledge of students	I	I	I	100%
Selecting instructional goals	I	I	I	100%
Demonstrating knowledge of resources	N	N	I	33%
Designing Coherent Instruction	I	I	I	100%
Assessing Student Learning	N	I	I	66%

I= Improvement

N= No improvement indicated

4.3.2.2. Enhancing the Classroom Environment

The first question in this part of the interview asked the principals how the district's supervision model has been instrumental in improving the classroom environment of their teachers. The principals all indicated that they saw an overall improvement in the classroom environments as teachers continued to grow and develop their instructional competencies.

In describing her teachers' improvement, principal A tied the instructional improvements to the enhancement of the classroom environment. In regard to high school A's improvement in the classroom environment, principal A said:

We have seen improvement in student behavior and the overall classroom environment. As I mentioned earlier, you can visibly document that teachers are posting objectives, assignments, and curriculum maps in the classroom. However, through my walkthroughs it is apparent that students now have a clearer understanding of the purpose of the instruction and expectations of the teacher. Now, most students can see the alignment between the classroom objective and the PSSA eligible content in the curricular area. When students understand the purpose of their learning and it is more meaningful, I believe that you will see improved motivation and student achievement.

Principal A states that through professional discourse there has been an improvement in the teachers' ability to create an environment of respect and rapport. She states that teachers better understand the district's expectations on how to treat a child. Now that the expectations are clearer to the teachers, the teachers in turn set much clearer expectation for their students.

Through professional discourse, the teachers in high school A have established a culture for learning. A topic of this dialogue has been what it means to "respect a student" and create a

classroom environment where learning is the focus of all. The principal also has seen growth in the teachers' ability to manage student behavior but cannot be certain that this improvement is a result of the teacher supervision model.

Teachers in high school B have worked together to form an overall school environment that is conducive to learning. For example, there has been more awareness of students with individual learning and behavioral needs. Previously, teachers were merely concerned with how they were going to present content, without concern for individual student needs. The focus was on the teacher, not the student. In addition, the principal reports that teachers are better managing their classrooms, and thus the environment is more conducive to learning.

Principal B has seen improvement in all components of the classroom environment domain. In regard to creating an environment of respect and rapport, the principal believes that a community of learners has been established where open inquiry is now the norm and teachers show respect for students regardless of their academic ability or functional levels.

The teachers in school B have placed a great deal of focus on managing their classroom procedures and student behavior. According to principal B, teachers are now "teaching from bell to bell and tightening up on the structure of their classrooms." Most noticeably, in regard to student behavior, teachers have established their own discipline committee that works collaboratively with colleagues to ensure that all teachers are enforcing school rules, policies, procedures, and guidelines consistently.

The classroom environments in high school B have also changed dramatically over the last couple of years. According to principal B, teachers are organizing their classrooms in more imaginative ways. Previously, all classrooms were arranged in traditional rows. Now, students are sitting in a variety of setups. Socratic Seminars have become normal occurrences in

classrooms. The principal replied “Teachers have worked diligently to make their classrooms more conducive to these sorts of activities.”

In high school C, the principal reported that the classroom environment has been a “critical and paramount focus of the supervision of teachers. As a principal, I attempt to model what I expect. I am constantly out and about in the building and know the kids. I then expect and demand the same from my teachers.” The principal states that during walkthroughs he takes notice of how the teachers meet and greet students at their classroom doors. The principal believes that these small measures do wonders in breaking down barriers and creating an environment of respect and rapport. Therefore, the principal has noticed improvement in all of the components of the classroom environment domain.

Principal C also reports that a culture of learning has been established. It is a common expectation that teachers are to grow and learn through their professional experiences. As the interviewer walked through the school, the principal pointed out a large group of 30-40 teachers engaged in a professional development session on differentiated instruction. The principal stated that teachers are expected to actively participate in these sessions and show growth in their professional performance.

Below, Table 4.10 shows the perceived improvement in the components of the classroom environment domain. All principals indicated that they perceive improvements in the creation of an environment of respect and rapport and establishing a culture of learning. Sixty-six percent of the principals perceive improvement in the areas of managing classroom procedures and student behavior. These same principals also indicated an improvement in organizing the physical space of a classroom. These principals all spoke to how teachers now arrange their classrooms to better facilitate learning and to conduct Socratic Seminars.

TABLE 4.10: PERCEIVED CLASSROOM ENVIRONMENT IMPROVEMENT

Components of Domain	High School A	High School B	High School C	Percentage of Schools that Perceive Improvement
Creating an environment of respect and rapport	I	I	I	100%
Establishing a culture for learning	I	I	I	100%
Managing classroom procedures	N	I	I	66%
Managing student behavior	N	I	I	66%
Organizing physical space	N	I	I	66%

I= Improvement

N= No improvement indicated

4.3.2.3. Improving Instruction

In regard to classroom instruction, principals were asked how participation in the differentiated supervision model has been instrumental in improving classroom instruction. The principals gave a variety of examples where improvement of instruction has occurred within their classrooms. The evidence of this growth was indicated through both qualitative or experiential examples and quantitative examples.

Principal A began by giving examples of quantitative and tangible evidence that instruction has improved in her high school's classrooms. The principal remarked, "Through student grades, classroom level assessments, and PSSA results, we have quantitative data that indicates improvement in classroom instruction." The principal also stated that she has gathered qualitative evidence of this improvement through her walkthroughs and classroom observations. The principal now sees teachers consistently working to meet the various academic levels and learning styles of students through differentiated instruction.

In high school A, teachers communicate more clearly and accurately. Through staff development, teachers have been using questioning and discussion techniques to check for student understanding and to raise the level of student thinking. In addition to questioning, teachers are engaging students more meaningfully in learning. The principal stated that teachers are better meeting the needs of students with a variety of academic levels through activities, labs, and differentiated instruction. Teachers have also improved their ability to provide students with feedback. She indicates that assessments provide both the teacher and student with valuable data on student performance. The teachers now use this data to make decisions on classroom instruction, and students are now familiar with their areas of academic need.

The principal of high school A also spoke to the teachers' improvement in the areas of demonstrating flexibility and responsiveness and also differentiating instructional strategies to meet multiple learning styles. She believed that through the full-inclusion program and teachers' use of differentiated instruction, faculty members have improved the performance and learning of students with special needs and other special populations.

High school B's principal reported that teachers are now talking together about best results and how these results were achieved through instruction and assessment. Teachers now

more willingly share their instructional ideas. The principal suggested, “After this sharing occurs, the teachers work hard to incorporate best practices into their own classrooms.” He provided his math teachers as an example. These teachers examined curriculum to determine and alter how they review at the beginning of each course. Also, teachers have worked together to increase academic expectations, improve instructional methods, and incorporate computer-assisted instruction into their classrooms.

Principal B indicated that he perceived improvement in all components of the instructional domain. First, the principal stated that teachers are communicating more clearly and accurately. Through the use of power standards and communication within their academic teams, teachers are able to more clearly communicate expectation to students. As a result, students are also better able to convey the purpose of the lessons and the standards being covered. According to the principal, there is now better and increased communication between the teacher and student. The teachers have found more creative ways to communicate more clearly and accurately. The principal gave examples of teachers utilizing DVD clips and music to teach concepts to students in a manner that interests them and meets their needs.

The use of questioning and discussion techniques among the faculty of high school B is perceived to have improved. Socratic Seminars are now more prevalent in classrooms. The principal stated that even the administrators are modeling best practices in regard to questioning and discussion when they present during professional development sessions. Teachers are also better at engaging students in learning. Of all the components of the instructional domain, student engagement has been the largest focus. The principal stated that the staff worked together to establish a list of elements of good instruction and learning. These look-fors are used when the high school’s administration conduct walkthrough observations. Principal B also

indicated improvement in providing feedback to students, demonstrating flexibility and responsiveness, and differentiating instructional strategies to meet multiple learning styles. However, the principal did not elaborate as extensively on these components.

Principal C indicated that his high school has recently shown improvement in the area of instruction. However, the principal said, “Unfortunately, our district has been lax in this area over the last ten years. Everything begins with instruction and we had eight years with 3 superintendents who placed no resources in the development of classroom instruction and curriculum.” The principal did go on to state that the current superintendent has reversed this trend and renewed curriculum development cycles and placed tremendous resources into promoting differentiated instruction. Due to the district’s lack of prior focus in this area and the new efforts in this area, the principal has seen marked improvement in classroom instruction.

Through peer observations, teachers have been working diligently in high school C on communicating expectations more clearly and accurately to students. Also, due to their focus on differentiating instruction, teachers better utilize questioning and discussion to check for student understanding and to make decisions regarding instructional approaches. Also, students are now engaged in a variety of instructional activities that suit their individual learning style.

The principal did elaborate on some components of this instructional domain where they have experienced very little growth. Principal C indicated that they have struggled in providing feedback to students. A goal of the principal is to work with teachers in finding ways to broaden how learning is assessed and how students receive feedback on their progress. Though the principal claimed that he has seen some growth in the teachers demonstrating flexibility and responsiveness due to differentiated supervision, this transition has been difficult. The principal believed that this progress will be slow, since it is an academically tracked high school.

In Table 4.11, the principals' perceptions regarding improvement in the instructional domain are exhibited. Every principal indicated improvements in five of the six components of the instructional domain. Only principal C did not perceive an improvement in the area of providing feedback to students. The same administrator also cited minimal improvement in the area of demonstrating flexibility and responsiveness. However, he indicated that some improvement occurred in that component of the domain.

TABLE 4.11: PERCEIVED INSTRUCTIONAL IMPROVEMENT

Components of Domain	High School A	High School B	High School C	Percentage who Perceive Improvement
Communicating clearly and accurately	I	I	I	100%
Using Questioning and discussion techniques	I	I	I	100%
Engaging students	I	I	I	100%
Providing feedback	I	I	N	66%
Demonstrating flexibility and responsiveness	I	I	I	100%
Differentiating instructional strategies	I	I	I	100%

I= Improvement

N= No improvement indicated

4.3.2.4. Building Professionalism

The high school principals all indicated perceived improvements in the professional responsibilities domain. Most noticeably, every principal indicated an improvement in how teachers reflect on teaching and grow and develop professionally. However, only one principal noted improvement in the components of maintaining accurate records and showing professionalism. Table 4.12 displays the principals' perceptions regarding the improvement of professionalism due to differentiated teacher supervision.

Principal A continued to mention and reference the ownership that teachers have assumed for their own professional and personal development. According to this principal, the very development of differentiated supervision is a testament to the teachers' professionalism. The principal believes that the development of the supervision model was the very catalyst that sparked the growth in professionalism. According to principal A:

Our teachers have taken more ownership for their own professional development and the fulfillment of their professional responsibilities. Teachers now actively serve on various committees and work with administrators to make progress toward district goals. I believe that this high level of professionalism began when the Differentiated Teacher Supervision Model Committee formed to create our current model. After this committee formed and a highly successful model was developed that met the needs of teachers, administrators, and students, teachers were more willing to delve into district committees.

The principal explained how teachers improved in the area of reflecting on teaching. She detailed how each week teachers have team meetings to focus on individual student progress.

Also, departments meet weekly to focus on the improvement of instruction. Through these meetings, teachers in high school A can work to meet the individual instructional needs of students and also work to incorporate best practices into their lessons.

Differentiated supervision has also assisted teachers in communicating with the families of students attending high school A. Collaboratively, teachers have worked on ways to improve communication by creating a homework hotline and methods of corresponding about student progress. In addition to improving how teachers communicate with families, teachers also now more willingly participate in research, writing, and committees. Teachers have become a much larger part of the decision-making process.

In high school B, the principal stated that teachers have improved in the area of professional responsibility due to an intense focus on technology and continuous quality instruction. Through e-mail and technology, teachers are now better at communicating with families. In the area of reflecting on teaching, teachers spend more time in discourse surrounding instruction and learning. Faculty members discuss both their own best practices and those successful practices prevalent in their colleagues' classrooms.

In the area of contributing to the school and district, the principal cited increased teacher interest in both the school and community at large. For instance, this year teachers led a holiday telethon and several fundraisers to benefit the victims of Hurricane Katrina. In terms of their own commitment to growing and developing professionally, principal B also has more teachers attending conferences and taking graduate level courses.

Below, Table 4.12 indicates whether principals in the three high schools perceived improvement in the area of professionalism. All three principals indicated that teachers demonstrated improvement in the components for reflecting on teaching and growing and

developing professionally. Sixty-six percent of the principals indicated that they recognized improvement in their teachers' ability to communicate with families and contributing to the school and district.

TABLE 4.12: PERCEIVED IMPROVEMENT IN PROFESSIONALISM

Components of Domain	High School A	High School B	High School C	Percentage of Schools that Perceive Improvement
Reflecting on teaching	I	I	I	100%
Maintaining accurate records	N	N	I	33%
Communicating with families	I	I	N	66%
Contributing to the school and district	I	I	N	66%
Growing and developing professionally	I	I	I	100%
Showing professionalism	I	N	N	33%

I= Improvement

N= No improvement indicated

4.3.2.5. Instructional Improvement Conclusions

The question regarding the instructional domains asked the principals to indicate the level of improvement that they have seen in each specific domain. The principals were asked to use a rating scale from one to five. One indicates the least amount of improvement, while five indicated the greatest level of improvement. Table 4.13 details the ratings provided by the principals for each domain and the mean level of improvement based upon the principals' ratings.

TABLE 4.13: PERCEIVED LEVEL OF IMPROVEMENT FOR EACH SPECIFIC INSTRUCTIONAL DOMAIN.

Domain	High School A	High School B	High School C	Mean Improvement Level
Planning and Preparation	5	4	5	4.67
Classroom Environment	2	5	5	4
Classroom Instruction	5	4	4	4.33
Professional Responsibilities	5	5	2	4

Level of Improvement: Scale 1 to 5. A rating of 5 indicates most improvement and 1 indicates the least amount of improvement.

4.4. Research Question 4: Which components of their district’s differentiated supervision model do high school administrators perceive to be the most instrumental in improving classroom instruction?

Research question four asked principals to indicate which components of their differentiated supervision model were most instrumental in improving classroom instruction and student learning. Principals were permitted to choose more than one component. However, every principal indicated that cooperative professional development was the most effective differentiated supervision model for improving classroom instruction and student learning. None of the principals indicated that intensive development or intensive evaluation were the most effective.

Principal A indicated that she has noticed tremendous growth in high school A’s teachers through their participation in cooperative professional development and self-directed development. According to the principal, these options have been “instrumental in improving our school culture and classroom instruction.”

According to principal B, cooperative professional development and standard evaluation have been the most effective differentiated supervision options. The principal said that teachers in high school B have been working together to improve curriculum and student performance on assessments. Teachers have experienced improvement in their classroom instruction through the assistance of their peers. The principal also stated that standard evaluations were also very effective. However, the administrator was actually not explaining traditional evaluations. What he was depicting was the increased frequency of feedback provided to teachers through walkthroughs. Through the differentiated supervision model, the principal now has more time to conduct walkthroughs and focus attention on non-tenured teachers. Therefore, his performance of standard evaluation and the use of walkthroughs have improved.

Principal C reports that cooperative professional development has had the most instrumental impact on improving classroom instruction and student learning. The principal said that specifically the peer observations have had the most monumental impact on the teaching of a predominantly new staff. The cooperative professional development option has transformed the professional culture within high school C.

Table 4.14 indicates the principals perceptions regarding which supervision model option was most instrumental in improving classroom instruction and student learning. Each of the three principals identified cooperative professional development as the most effective component. However, since principals could delineate more than one option, self-directed development and standard evaluation each had one principal cite their effectiveness.

TABLE 4.14: DIFFERENTIATED SUPERVISION MODEL COMPONENT MOST RESPONSIBLE FOR IMPROVING CLASSROOM INSTRUCTION AND STUDENT LEARNING.

Supervision Component	High School A	High School B	High School C	Percentage Selecting as most responsible
Intensive Development				0%
Cooperative Professional Development	X	X	X	100%
Self-Directed Development	X			33%
Intensive Evaluation				0%
Standard Evaluation		X		33%

X- Indicates that the principal selected the component as most responsible for improving teaching and learning. Some principals selected more than one option.

4.5. Other Themes Emerging From the Research

At the conclusion of the interview, principals were asked to respond to a series questions that had them reflect on their school district’s current differentiated supervision model. Through these questions, additional themes and ideas emerged. The sections below describe some of the prominent themes that emerged from this research.

4.5.1. Ways to Redesign Their Current Differentiated Supervision Model

Principals were asked to consider ways in which they would redesign their current differentiated supervision model so that it would have a greater impact on student learning and classroom instruction. The principals' ideas on ways to improve their current model varied widely and presented some controversial concepts.

At high school A, the principal would not change anything with their current differentiated supervision model. Principal A explained that she was involved in the initial planning process. The committee consisted of central office administrators, building principals, and teachers. Since the incorporation of this model, the committee has conducted a yearly review of the model. The committee has not changed this model for two years because it meets the needs of all participants. The principal states, "I feel that allowing teachers to choose their own supervision option provides them with ownership of their own professional development."

Principal B would have their differentiated supervision model place more emphasis on lesson study and design. Principal B believes that through a focus on lesson study and lesson design he has seen major improvements in classroom instruction and the incorporation of best practices.

If principal C could alter their plan, he would develop a teacher supervision system that includes more student input and feedback into the evaluation. The administrator detailed the problem with traditional supervision models. He also took this opportunity to explain why he believes that a more "well-rounded" evaluation model would more accurately depict what happens in classrooms. The model explained by the administrator is controversial and commonly referred to as "360 Degree Teacher Evaluation." The following quote explains the principals reasoning for this proposition:

You know when you go into a classroom and a student whispers ‘She never does this any other time,’ that the observation is not a true gauge of the instruction. By including student input and feedback, we would know who was providing good instructional opportunities for students and who needs to improve. The kids know who can teach and who struggles.

4.5.2. How Districts Prepare Teachers for Differentiated Teacher Supervision

Each principal indicated that the school district has spent a great deal of time preparing teachers to participate effectively in the various options available through differentiated teacher supervision. However, when and how the teachers are prepared for this professional growth oriented system varies by school district.

At high school A, the district began by having intensive staff development. The members of the committee clearly outlined the responsibilities of both teachers and administrators. Next, teachers and administrators piloted various projects from each option. Due to teacher ownership and acceptance of differentiated supervision, the participation of teachers flourished. Now, when a new teacher is hired, the mentor teacher is expected to assist him or her in understanding the model and the expectations.

High school B prepared teachers for differentiated supervision through dialogue with the entire faculty and within individual departments. Through individual departments, teachers have been introduced to both peer observations and lesson study. However, the principal believes that he may have caused the lack of growth in teachers choosing these activities. He believes that teachers are discouraged because he conducts traditional observations regardless of whether they

choose to participate in a differentiated supervision option or not. The level of teacher preparation for differentiated supervision does not appear to be extensive in this high school.

At high school C, the district utilized the teacher induction program to focus on preparing teachers for participation in the differentiated supervision model. With the large teacher turnover due to retirement, the vast majority of teachers have participated in this process as new teachers or as mentors. In addition, teachers have a very detailed booklet outlining the activities and components of the differentiated supervision model.

4.5.3. Aligning Professional Development Activities to Building or District Initiatives

In terms of the professional development of teachers, the activities chosen need to align with either their own professional needs or building/district initiatives. Principals were asked how they ensure that the professional development activities chosen by the teachers correlate and support building or district initiatives. Overall, the principals resoundingly indicated that aligning the activities with professional needs or building initiatives is imperative. All principals have input and must approve the activities chosen by the teachers. The narratives below detail the process that each school district utilizes in approving teacher professional development plans.

Under high school A's supervision model, the principal has discretion as to whether a teacher can participate in a project or a specific differentiated supervision option. Therefore, if a teacher presents a plan that does not improve classroom instruction or benefit students, then the principal denies the proposed plan. From their experience with the principal, staff members know not to present a plan unless it enhances student achievement. The principal provided an example of a time that she denied the request of two teachers. These individuals wanted to

conduct action research on the need to develop a dress code for teachers. The principal said, “Obviously this has nothing to do with student learning, so I denied it.”

Principal A detailed the process that teachers must go through to have a project approved. First, teachers elect a differentiated supervision option and design a proposed project. Next, the principal has a meeting with the teacher or group of teachers to discuss this proposal. If the proposal is accepted by the principal, a copy goes to the Assistant Superintendent for approval. Once approval is attained, the teachers may begin the project. Throughout the course of the school year, the principal meets with the teachers to document progress on the project. Finally, at the end of the school year, the teachers present the results of their project to the principal. At this point, the project is either concluded or more time can be allotted to continue the work.

At high school B, the principal also must approve the activity and differentiated supervision option proposed by a teacher. According to principal B, the activities chosen must support the mastery of curriculum, the improvement of instruction, and, most importantly, student achievement. The option chosen by the teacher must meet his or her professional level of competency and professional needs.

Principal C outlined a process that teachers must complete to ensure that activities chosen by the teachers correlate and support the building initiatives. First, the teacher must submit a pre-plan proposal for consideration to the principal. The principal looks to see if the plan improves instruction or student learning. After the principal meets with the teacher and gives the “green light”, the teacher then submits a formal proposal. Over the course of the year, the teacher and principal meet three times to discuss the teacher’s progress. At the conclusion of the school year, a formal summary of activities is provided by each teacher or group of teachers.

4.5.4. Indicators or factors that determine movement from the Intensive Development Option or assignment into the Intensive Evaluation Option

All principals indicated that teachers who are non-tenured must participate in clinical observations. However, the indicators that determine whether teachers can move from intensive development into having the opportunity to elect their own professional development program are extremely subjective. Mostly, the schools state that once a teacher reaches tenure status, then the professional can choose his or her differentiated supervision option.

At high school A, if a teacher is not tenured, he or she must participate in clinical observations. The principals and central office staff frequently observe the teacher. Also, the teacher participates in intensive activities that improve his or her instruction competency. Principal A states that teachers tend to meet the requirements for tenure. Once the teacher reaches tenure status, then he or she is eligible to choose a differentiated supervision option. However, if the teacher is struggling, he or she is placed on a professional improvement plan that outlines his or her instructional deficiencies and develops procedures to ensure and document improvement. She stated that generally, if a teacher fails to significantly improve, then he or she tends to leave prior to dismissal.

In regard to tenured faculty who fail to meet instructional competencies, these individuals are placed on an improvement plan that includes participation in the Intensive Evaluation Option. The teacher must meet the expectations and indicators established on an observation check-off form. If a teacher fails to meet these minimum requirements, then another observation occurs from another principal or administrator. If the observations correlate, then an improvement plan is developed for the teacher. At the conclusion of the improvement plan, the teacher has either improved his or her instructional competency or receives another unsatisfactory rating.

The principal of high school B provided more subjective indicators that he used to determine if teachers can move from Intensive Development to choosing an option within the differentiated supervision. Principal B stated that when a teacher seems relaxed and confident with the curriculum and both the quantitative and qualitative data indicate that students are effectively learning in the teacher's classroom he allows him or her to choose a Differentiated Supervision option. However, he continues to conduct clinical observations of these teachers as required for them to reach tenure status. The researcher asked the principal to expound upon what qualitative and quantitative data is utilized. The principal said that the qualitative data is the information that he collects when speaking to students. In considering quantitative data, the principal analyzes student achievement on common assessments and PSSA's. The principal has never had a teacher not be granted tenure. In addition, the principal could not answer the question about moving a tenured teacher into the Intensive Evaluation option because he has never had to move a teacher into this option or place someone on an improvement plan.

At high school C, non-tenured teachers are clinically observed four times each year. After three years of satisfactory ratings, the teacher is eligible for tenure status as defined by law. After reaching tenure status, the teacher reaches the mid-level status. Once a teacher reaches this level, he or she has the opportunity to choose a differentiated supervision option.

In regard to tenured teachers, anytime an administrator recognizes an area in need of improvement, the teacher is placed on some sort of improvement plan. Depending upon the teacher's level of need, the plan may be formal or informal. The teacher is assigned to work with administrators, peer coaches, or department heads. The teacher may also be required to attend conferences. Then, the administrator focuses on the identified areas of need during a series of intensive observations.

4.5.5. Future or Current Obstacles and Challenges

Within high school A, a large turnover in staff due to retirement is anticipated at the conclusion of the 2005-2006 school year. According to the principal, the high school may have 20-30 new teachers who would fall under the clinical supervision mode. The clinical mode of supervision requires multiple observations, meetings with teachers and mentors, and many other activities. The principal indicated a concern regarding having enough time to complete these requirements. Administrator A explained her concern with the following statement: “With only two administrators in the building, I am concerned with having the necessary time required to meet the needs of these teachers.”

Principal B shared that his major obstacle will be to find the time for teachers to collaborate. The principal stated that he has experienced difficulty creating enough time for teachers to work together in a meaningful and productive way. Due to the inherent constraints present in high school B’s schedule, the principal believed that teachers have not had the opportunity to collaborate in a manner that lets them reach their full potential. Over the last couple of years, the principal has attempted to create this time despite political resistance. The principal asserted that he will continue his efforts in this endeavor.

Principal C felt that the implementation of a new teacher evaluation system mandated by the Pennsylvania Department of Education was the largest obstacle. The system requires non-tenured teachers to participate in various activities that promote professional growth. To receive tenure status, new teachers must present a portfolio to administrators. The portfolio must demonstrate the teacher’s competency and growth in Danielson’s four Instructional Domains. In addition, an optional format has also been created for tenured teachers. The format is very similar to that established for non-tenured teachers, but school districts are not required to

mandate this evaluation system. According to the principal, the school district and teachers' association will have to "go back to the drawing board and iron out contractual issues and evaluation procedures."

4.6. Summary

The fourth chapter discussed the research findings that were ascertained through personal interviews with high school principals regarding differentiated supervision's impact on their teachers' classroom instruction. Due to the qualitative nature of this study, descriptive narratives and charts were utilized to represent the data as related to the three research questions. Additional themes that emerged from the interviews were also presented. The final chapter will complete this dissertation by drawing conclusions from the data presented in chapter 4.

5. Chapter 5: Conclusion

5.1. Introduction

Chapter five will review the main findings of the research as it was reported in chapters two and four. In addition to a summary of the findings, the chapter will also develop major themes evolving from the research and their connections to the larger field of research about teacher supervision and evaluation, professional development, and instructional quality. In the process, the future implications for school districts will be surmised. Through the researcher's experiences examining the history of teacher supervision and evaluation and specifically differentiated supervision, he has provided a model for consideration. Finally, the chapter will make recommendations for further research in the field of teacher supervision and evaluation.

5.2. Conclusions

5.2.1. Research Question 1: What does research indicate pertaining to teacher supervision and its impact upon classroom instruction and school culture?

5.2.1.1. Summary of Significant Findings

Chapter Two provides the reader with an extensive overview of the history of teacher supervision and evaluation. In general, the method of teacher supervision utilized in any era is a reflection of the society in which the supervision takes place. As referenced in Chapter Two's introduction to the Inspection-Years, research by several scholars supports this premise. For instance, Olivia and Pallas's (1997) premise that the supervisory behaviors and practices of a time are impacted by the era's political, social, religious, and industrial force was referenced.

After the evolution of teacher supervision was presented, a detailed review of clinical supervision was provided. First, the original design and intent of clinical supervision was presented. Research was presented that indicates that the original design and intent of differentiated teacher supervision is to meet the political demands of state legislatures to ensure instructional quality and teacher accountability and to serve as a formative supervision system for helping teachers develop professionally. Next, the researcher briefly described the four families of clinical supervision and the work of major scholars in each family. Most importantly, the researcher presented the need to reconsider the methods and premise of teacher supervision by examining research on the current condition and perception of teacher supervision.

After exploiting the current weaknesses in the traditional supervision and evaluation system, the researcher presented a rationale and definition for differentiated teacher supervision based upon the work of several scholars who advocated the utilization of a more democratic form of teacher supervision that truly improves instruction and learning through the professional growth of teachers. After the overview of differentiated supervision, the author examined the differentiated supervision models advocated by Alan Glatthorn, Charlotte Danielson and Thomas McGreal, and Otto Graf and Joseph Werlinich.

Finally, the researcher detailed the current teacher supervision model being utilized to ensure quality instruction and teacher accountability in Pennsylvania. Since the Pennsylvania system is based around Charlotte Danielson's Four Domains of Instruction, a detailed explanation of each domain concludes the chapter.

In the summary of findings for research questions two, three and four, the review of literature will be utilized to determine the consistency between the qualitative data or themes resulting from the study and the existing research on teacher supervision and evaluation.

5.2.2. Research Question 2: In what ways and to what extent do high school administrators believe that differentiated supervision has enhanced school culture?

5.2.2.1. Summary of Findings

High school administrators indicated that participation in their school district's differentiated supervision model led to the creation of a more positive school culture. The differentiated supervision model enhanced their teachers' commitment to collaboration, professional inquiry, and incremental change and continuous improvement. Principals expressed that their entire supervision systems hinged on teacher collaboration and professional inquiry.

The principals all espoused teacher collaboration as an essential element in enhancing the school culture and improving classroom instruction. One principal remarked, "Since we started promoting teacher collaboration through the differentiated supervision model, I have seen a major increase in collaboration and a monumental improvement in teaching."

All of the principals discussed how teacher collaboration has been especially useful in enhancing the improvement of academic departments. Each principal provided examples of departments who have embraced teacher collaboration as a means to develop curriculum, implement best practices, and align assessments to the curriculum. Departments embracing collaboration in these schools served as examples to their peers. Regardless of whether it was English teachers researching the best way to teach literature, math teachers analyzing common

assessment results, or science teachers working on lesson studies to improve biology labs, principals were proud of the teachers' work and the resulting instructional improvements.

The most utilized collaborative activities include professional dialogue sessions, curriculum development, study groups, peer observation, and shared planning. Based upon research, it was surprising that peer observations were only widely utilized in one of the school districts. However, the principal of this school indicated that this activity had the greatest influence on improving the instruction of both non-tenured and tenured teachers. These observations were very focused on improving specific components of instruction and supplementing one's own instruction with the best practices incorporated into the lessons of colleagues.

Due to the work of departments, professional dialogue sessions were cited as an extremely popular collaborative activity that occurs frequently within the high schools. The professional dialogue sessions had monumental impacts on the improvement of instruction, the development of curriculum, and the alignment of instruction between teachers teaching the same course.

In regard to professional inquiry, teachers in the school districts have been engaging in various activities that encourage teachers to reflect upon and self-assess their instructional practices and beliefs. In addition, teachers have also engaged in professional inquiry about issues facing their school, district, and community. Some principals stated that their teachers can now articulate the district's focus and assimilate this focus into their instructional activities. Principal B explained, "When teachers understand the district's focus, then teachers can examine their own instruction and determine what they need to change in their classrooms to promote the district's mission."

The most frequently utilized professional inquiry activities include video-tape self-analysis, peer observations, and action research. However, the only activities widely used in the school districts were action research and the development of common assessment anchors or power standards. The percentage of staff in any high school utilizing the other professional inquiry activities never exceeded 40 percent. Considering the importance placed upon professional inquiry by the principals, the researcher finds it odd that these activities were not more widely practiced by teachers in the high schools.

In regard to a commitment to continuous improvement and incremental change, teachers and academic departments now take ownership for the performance of both students and colleagues. The ownership for the performance of students and peers has resulted in teachers working to continuously improve their own instruction, student learning, and the overall school performance. All principals indicated that their teachers have been more committed to acquiring knowledge about best practices and refining their instructional skills to positively impact student learning.

Due to this commitment to continuous improvement and incremental change, teachers have been forced to reduce “loose-coupling” within their schools. If the teachers are to improve, they must reflect upon current practices, research best practices, collaborate with peers, and work to improve their own instructional performance and the competency of their colleagues. Principal B discussed the reduction of “loose-coupling” when he said, “Teachers can no longer make excuses about not being comfortable with best practices. Teachers now must work collaboratively with their peers to learn these best practices and make them common practices in their classroom and their department member’s classroom.”

5.2.2.2. Themes Evolving Regarding School Culture and Their Correlation to the Review of Literature

The first theme regarding school culture that emerged from the study was the importance of teacher collaboration in improving the working conditions and professional practice of teachers. Teacher collaboration seemed to be the key component to enhancing the overall school culture. As a matter of perception, it appeared that even professional inquiry and professionalism among teachers were improved due to professional collaboration. Sergiovanni (1992) supported this notion when he indicated that a strong and direct connection exists between teacher collegiality and school culture.

First, when teachers were provided opportunities to engage in focused professional dialogue about instruction and learning, the overall performance of all participants was enhanced. The principals indicated that significant improvements in academic departments and growth in individual teachers resulted through professional dialogue. The professional dialogue provided by the principals involved teachers talking about best practices, curriculum development, assessment, and decisions based upon data analysis. This theme was consistent with Blasé and Blasé's (1998) research which indicated that sustained improvements in teaching are often reliant upon the development of "teachers as learners" who collaboratively study teaching and its effects. Also, Zepeda (2000) perceived that true learning happens when a teacher adopts new practices as a result of constructing knowledge through interactions with other colleagues.

Secondly, teachers receive more support and validation when they participate in collaborative activities. One example of this support occurred when principal C explained how peer observation was integral in providing support for new teachers. The support provided for

non-tenured teachers through peer observations was effective in preventing the continuation of a trend where newly hired teachers were leaving the school district. The principal then stated that even the master teachers who were serving as mentors and participants in the observations showed a significant growth in their own teaching. Glatthorn (1997) supported this notion when he stated that cooperative professional development recognizes and rewards the professionalism of teachers by empowering them to assume the responsibility for their own professional growth, while reducing teacher isolation.

However, another theme that emerged was that schools must find ways foster and promote teacher collaboration, professional inquiry, and professionalism if a positive school culture is going to develop. The most critical resource that schools must find a way to provide for the development of its school culture is time.

Some of the schools attempted to alter their traditional structures to provide this resource for its teachers. Schools committed resources to developing school culture and improving instruction by creating time for shared planning, committing staff development sessions to teacher collaboration, and employing outside experts to provide job-embedded professional development. Blasé and Blasé (1998) call for administrators to explore ways to provide support for collegial activities and enhance instructional supervision in today's changing schools. However, there still seemed to be reluctance from some principals to make the necessary structural changes necessary for the development of school culture.

To illustrate this point, one only needs to reference the level of participation in both peer observations and portfolio development. Both the literature and participating principals whose staff engaged in these activities indicated how important these strategies are to enhancing school culture and professional development. Peer observations are job-embedded opportunities for

both tenured and non-tenured teachers to collaboratively help one another enhance their professional practice and the school's culture. Also, portfolio development is an integral activity to assist teachers in the professional inquiry process.

Yet, only two schools participated in peer observation and one in portfolio development. Of the schools utilizing peer observations, only 10 percent of school A's staff and 30 percent of school C's staff participated. In regard to portfolio development, only 25% of the teachers in one of the schools participated in this valuable activity. High school C is the only school that provides substitutes for teachers to participate in peer observations and other professional development activities. If these activities are so beneficial to teachers, schools cannot afford to miss the opportunities for school culture and professional growth. Therefore, schools need to continue finding ways to provide teachers with the time and resources necessary to engage in these beneficial growth opportunities.

5.2.3. Research Question 3: In what ways and to what extent do high school administrators perceive that differentiated supervision has been instrumental in improving instruction?

5.2.3.1. Summary of Significant Finding

Overwhelmingly, the high school principals indicated a strong connection between their teachers' participation in the differentiated supervision system and the improvement of classroom instruction. The principals all indicated improvement in each one of Danielson's Four Domains of Instruction.

Principals indicated that they perceived teacher improvement in the area of planning and preparation. The principals are indicating that teachers are now incorporating the instructional

practices that they learned through participation in the differentiated supervision model. Of the principals, 66 percent indicate seeing an improvement in the teachers' ability to demonstrate content and pedagogical knowledge and assess student learning. However, each principal indicated that his or her teachers improved in demonstrating knowledge of students, selecting instructional goals, and designing coherent instruction.

In regard to the classroom environment, each of the principals indicated that he or she has seen an improvement in their teachers' abilities to foster a classroom environment that characteristically establishes a culture for learning and creates an environment of respect and rapport. In two of the high schools, the principals claimed that differentiated supervision also enhanced the teachers' ability to manage classroom procedures, manage student behavior, and organize physical space to enhance student learning.

Principal A stated that she has seen specific improvement in student behavior and the overall classroom environment. Students in the high school have a clearer understanding of academic and behavioral expectations. While students now better understand why they are learning certain concepts, teachers are now better at communicating the purpose of learning activities, assignments, and overall expectations. Principal A signified the importance of enhancing the classroom environment when she said, "When students understand the purpose of their learning, it is more meaningful. Therefore, I believe that when this occurs you will see improved motivation and student achievement." Principal A connected this improvement in her school to the differentiated supervision model. She felt that professional development activities planned through the differentiated supervision model have made teachers better understand how the school district expects them to treat a child. Due to the administration's clarification of expectations for teachers, the teachers are setting clearer expectations for their students.

Principals were best able to describe how the differentiated supervision model was instrumental in improving the instruction. Each of the principals provided example after example of how teachers worked collaboratively with peers to improve every component of the instructional domain. The only area where every principal did not see an improvement was in the procedures teachers use to provide feedback to students.

The principals were able to provide the researcher with both quantitative and qualitative evidence that their teachers have improved instruction through their participation in teacher supervision. The principals referenced student grades, classroom level assessments, and standardized test score results to indicate how instruction has improved within their classrooms.

Finally, principals also perceived that their teachers have grown in the area of building professionalism. The two components of professionalism in which teachers have shown the most growth as in the areas of reflecting on teaching and growing and developing professionally. However, 66 percent of the principals indicated growth in how their teachers communicate with families and contribute to the school and district. However, very minimal improvement was seen in the teachers' ability to maintain accurate records and show professionalism.

5.2.3.2. Themes Evolving Regarding How Differentiated Supervision Improved

Instruction and Their Correlation to the Review of Literature

In the area of planning and preparation, the alignment of instructional standards and assessments now assists teachers in selecting appropriate instructional objectives. Teachers in principal A's building have focused their curriculum to best meet the specific domains measured by the PSSA reading test. Teachers now tightly focus their selection of instructional goals with the curriculum, which is aligned with the Pennsylvania State Standards for 11th grade language arts. Through examinations of recent PSSA results, one can see the improvement in the district

and classroom focus areas. The teachers in school A not only are better at selecting instructional goals for their students, but they have also improved their ability to choose their own professional learning goals. The teachers in school B have created power standards for each course taught at the high school level. These power standards reflect the components of the curriculum that every student who takes a given course should have mastered. Teachers now have focused standards to guide their selection of instructional objectives. Teachers in school C select instructional goals based upon their curriculum that is aligned to the state standards and the individual needs of their students.

When teachers become more knowledgeable in regard to the selection of appropriate instructional goals, they naturally learn to better plan for instructional activities. Through this process, professionals become more perceptive of instruction and teach in a manner that reinforces standards-based content and best meets the needs of individual students.

Due to the teachers improved ability to select appropriate instructional goals and improved knowledge of their students, teachers now design more coherent instruction and better meet the needs of individual students within their classroom. Through teacher collaboration, teachers in the school districts are working together to incorporate best practices into lessons and consider individual student needs when planning instruction. Principal A can see this in her classrooms during walkthroughs. She stated that teachers now post objectives, assignments, and curriculum maps in prominent locations. Also, she indicated that she has noticed that her regular education teachers have begun to take responsibility for learning support students due to collaboration with learning support teachers. Principal B has also noticed that the focus of his teachers' planning has shifted to the needs of individual students. Through the use of assessment data, principal B's teachers plan instruction based upon individual student needs. The desired

result of the teacher's participation in the differentiated supervision model meets Danielson's (2002) component of planning and preparation that calls for teachers to demonstrate knowledge of their students and their learning background when planning for instruction.

In the area of enhancing the classroom environment, teachers have been more effective developing a culture for learning due to their participation in differentiated supervision. Danielson (2002) claimed that a teachers' ability to foster a classroom environment where students feel comfortable and respected is paramount if a culture of learning is to develop in the classroom. Danielson described the ideal classroom environment as possessing a "business-like atmosphere" where non-instructional matters are handled efficiently by the teacher."

Principal A explained how through professional discourse her teachers have discussed "what it means to respect a student" and how to develop a classroom environment where learning is the focus of all individuals. The classrooms have moved from focusing on the presentation of a lesson to an environment where student and teacher learning have become the focus. The teacher has moved from the "sage on the stage" to the facilitator of learning. In high school C, the principal stated that a culture of learning has been expected and modeled. Teachers themselves are expected to continue growing professionally and learning through their professional experiences. As Danielson and McGreal (2000) indicated, teachers who engage in self-assessment or reflection become extremely perceptive of their own teaching skills and are extremely accurate in their perceptions about instruction and learning.

Principals believed that teachers now can better create an environment of respect and rapport. Teachers in high school A better understand how they are expected to treat a child based upon professional dialogue that occurs between the building's professionals. The professional dialogue that has enabled teachers to better understand how to demonstrate respect

and build rapport with their students has resulted in students having a deeper understanding of teacher expectations for respect. In high school B, the principal suggested that open inquiry is now the norm within classrooms due to the respect that teachers exhibit toward students regardless of academic ability. In high school C, creating an environment of respect and building rapport with students is a paramount expectation that the principal models for staff members. The principal knows the students in his school and he expects his teachers to do the same. During walkthroughs, the principal specifically looks to see how teachers meet and greet students at the classroom door. He attempts to utilize respect and a positive rapport to remove barriers between adults and students.

The principals indicated that they have seen the greatest growth in the instruction provided by their teaching staffs. The improvement in this domain is the most important area that differentiated supervision could improve. Danielson (2002) supports this notion when she cites this area as “the heart of teaching.”

First and foremost, principals felt that teachers now feel a greater responsibility to meet the individual learning needs of all students in their classrooms. Regardless of a student’s academic levels, teachers are attempting to meet the needs of individual students in their classrooms through specially designed instruction. Teachers are showing more concern for utilizing effective questioning strategies and multiple assessments to check for student understanding and content mastery.

In every high school, the principal stated that teachers more meaningfully engage students in learning activities. Due to the cooperative development component of differentiated supervision, teachers are more cognizant of the need to differentiate instruction to meet the individual needs of students. In high school B, for instance, teachers are attempting to more

meaningfully engage students and differentiate instruction by incorporating technology into the learning experience, using Socratic seminars, and utilizing multi-media resources to better motivate students and meet their learning styles. As part of the high school's "elements of good instruction and learning", the staff has identified the need to meaningfully engage students in learning and differentiate instruction. These "look-fors" are fundamental tools as teachers engage in dialogue about instruction and the principal conducts walkthroughs. Principal A stated that she has qualitative evidence of teachers attempting to more meaningfully engage students and differentiate instruction. She cited examples of teachers utilizing hands-on learning activities, lab experiences, and differentiated instruction to better meet the needs of students with a variety of learning needs and academic levels. According to principal C, his teachers now engage students in a variety of instructional activities that suit their individual learning needs due to their participation in cooperative professional development.

Finally, in the area of professionalism, teachers have shown improvement in their ability to reflect on teaching. Though the components of this domain are rarely seen by outsiders, the various proponents of differentiated supervision cite the importance of teachers being able to reflect upon teaching and demonstrate a willingness to grow and develop (Blasé & Blasé, 1998; Danielson & McGreal, 2000; Glatthorn, 1997; Graf & Werlinich, 2003; Sergiovanni, 1992). Also, teachers have shown improvement in their commitment and efforts to grow and develop professionally. Both the review of literature and the results of this study support the notion that differentiated supervision assists in developing a school culture of teacher collaboration and professional inquiry. This theme was present throughout this study. When the teacher supervision model specifically focuses on professional inquiry and collaboration, then teachers naturally spend more time participating in these types of activities. Therefore, a perceived

improvement is to be expected. However, the author still asks himself if these characteristics already existed prior to the implementation of the differentiated supervision or if they were generated by the teacher supervision system.

Regardless, true improvement in teaching and learning requires teachers to honestly examine their own instructional skills and beliefs through professional inquiry and teacher collaboration. Along those same lines, it is the author's belief that professionals have a sincere desire to improve their instruction. However, the fear of confronting or exposing one's deficiencies creates a strong resistance to change and an emotional instability among people. A person must possess courage to expose weaknesses in an area as sacred as his or her profession. Therefore, an environment that reduces some of the risk involved with this task must be engrained within the supervision system itself.

In researching differentiated supervision systems, it is imperative that teachers must choose to participate in either self-directed development or cooperative professional development. Systems that allow teachers to elect traditional evaluation sacrifice many of the benefits that result from engagement in self-directed development or collaboration. When systems offer this option, some teachers will naturally choose participation in traditional evaluation because it perpetuates "loose-coupling" and requires less reflection, thought, and work. If classroom instruction is to be improved, differentiated supervision must actively promote collaboration and professional inquiry through its very structure.

5.2.4. Research Question 4: Which components of their district’s differentiated supervision model do high school administrators perceive to be the most instrumental in improving classroom instruction?

5.2.4.1. Summary of Findings

Based upon the answers provided throughout the interviews and responses to question 4, it was evident that principals perceived cooperative professional development to be the most instrumental option in improving classroom instruction and student learning. Despite being able to choose more than one option, every principal cited this option as the most instrumental in improving classroom instruction.

One principal chose a combination of self-directed development and cooperative professional development. She indicated that she has seen the most growth from cooperative professional development, but some teachers exhibited tremendous growth through their self-directed projects. In addition, she stated that many of these professionals still find ways to engage in collaborative activities. Another principal believed that a combination of cooperative professional development and standard evaluation was most effective in improving instruction.

5.2.4.2. Themes Regarding the Differentiated Supervision Option Most Instrumental in Improving Classroom Instruction

According to principal A, cooperative professional development has not only been instrumental in the improvement of instruction, it has improved their entire school culture. Sergiovanni (1992) supported this finding when he wrote that there is a direct connection between school culture and collegiality. Even teachers who have chosen to engage in self-

directed development have found ways to work collegially with their peers. These teachers demonstrate the greatest professional growth and serve as examples to their colleagues. KIELTY'S (1991) research supports the notion that teachers perceive self-directed supervision and cooperative professional development to be highly effective and satisfactory forms of supervision.

Principal B indicated that cooperative professional development has been a critical factor in the improvement of curriculum and student achievement. Through professional dialogue, teachers in high school B first aligned curriculum to power standards. Then, the professionals examined their best results, researched best practices, and implemented these instructional methods into their own classrooms. The principal also stated that through cooperative professional development he has gained more time to conduct walkthroughs and assist teachers in need of extra assistance.

The principal of high school C most adamantly professed his support for cooperative professional development. He continued to discuss how peer observations changed the entire culture of his high school. As a teacher and then an assistant principal within high school C, this principal experienced the isolationism and "loose-coupling" that is prominent in many high schools that do not foster teacher collaboration. The principal stated that due to his experiences within the same high school, he did not even realize that this isolationism existed until the district had a major staff turnover due to retirement.

When the newly hired teachers began to leave the profession, the administration and union leadership knew that they must find a system to provide these new teachers with support. The result was the creation of an induction program that created teacher mentoring and peer observation. Upon seeing the benefits of the peer observations and professional dialogue to both

tenured and non-tenured professionals, the leadership agreed to create a system of supervision that provided this support to all teachers. The resulting support for teachers demonstrated that the district was concerned about the personal and professional development of the teachers. As Knowles (1978) stated, “If the climate is not really conducive to learning, if it doesn’t convey that an organization values human beings as its most valuable asset and their development its most productive investment, then all the other elements in the process are jeopardized” (p.114).

5.3. Recommendations

5.3.1. A Differentiated Development and Evaluation Model

Based upon his research, the author has begun to reexamine his philosophy on teacher supervision. The author previously believed that supervision and evaluation had to be separate functions. However, the author now recognizes the need for a supervision system that meets both the need for professional accountability and professional development. Therefore, I have developed the framework for a possible Differentiated Development and Evaluation Model.

The framework for this model involves the development of an individual portfolio to link the areas of professional development and evaluation. This model is a hybrid of many concepts. Glatthorn’s (1997) model is comprised of developmental and evaluative options. However, this model is proposing an alteration of this model that focuses on linking professional development and evaluative methods through portfolio construction.

5.3.1.1. Professional Development Options

In the professional development mode, a teacher may choose to participate in professional development activities either independently or collaboratively with peers. The two possible options are consistent with those in Glatthorn's Differentiated Supervision Model.

Cooperative professional development involves a small group of teachers working cooperatively to assist one another in developing professionally in relation to the school improvement plan. In addition to focusing on the school improvement plan, teachers in this mode will also concentrate on individual professional needs. This component of the model recognizes and rewards professionalism of teachers by empowering them to take control of their own growth, reducing teacher isolation, and exposing professionals to new ideas.

Teachers may also select a more individual approach to professional development. If a teacher opts to participate in Self-Directed Development he or she works independently to foster their own individual growth. This option focuses on development through individual teacher initiatives. The process consists of teachers setting growth goals, implementing necessary steps to achieve these objectives, receiving feedback from peers or students, and making a final assessment of their progress. The educator assumes responsibility for directing his or her own growth without relying heavily upon a supervisor or colleague.

The principal's role in Cooperative or Self-Directed Development will vary from being actively involved and offering suggestions to providing encouragement and having limited input in the process. However, the teacher and building administrator should cooperatively devise the plan. The teacher's goals may include the development of generic teaching skills, subject specific skills, or other educational initiatives. Teachers will assess their own instructional strengths and weaknesses and create a professional growth plan, and develop individual

improvement goals. From the implementation of this plan and their work toward professional growth, artifacts for a professional portfolio will naturally emerge.

Finally, walkthroughs also become a viable option for teachers. Even though all teachers will experience frequent walkthroughs in their individual classroom, they will have an opportunity to guide the focus of these informal visits and choose what feedback from the walkthrough becomes an artifact in their portfolios. Walkthroughs will become a prominent tool in schools that adopt this supervision model.

Regardless of the professional development option chosen by the teacher, he or she will have the opportunity to gather artifacts that help measure professional growth. Whether it is a peer observation, individual analysis, or feedback from a walkthrough, teachers will have a plethora of sources to document and exhibit their personal and professional progress.

5.3.1.2. Portfolio Construction

All teachers develop professional portfolios that demonstrate their professional growth. As is consistent with the foundation of the model, the portfolio must be developed around at least one of Danielson's four instructional domains. "A portfolio is an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time- an entire school year, even from year to year" (Zepeda, 2002). Bird (1990) recommends that the portfolio cluster around teaching tasks (ex. planning and preparation, instruction, and student centered-evaluation). However, flexibility to determine the contents of their portfolio should belong to the teacher.

The portfolio is a valuable reflective tool for teachers and can serve as a method to give them more involvement in evaluation. What makes portfolios educationally meaningful and a valid representation of instruction? According to Danielson and McGreal (2000), students experience their teachers' skill not only in their direct interaction but also through artifacts created or selected by their teachers. These authors indicate that over half of a student's educational experience is a function of teacher created or selected materials. Individuals that have created portfolios for clinical experiences can attest to the amount of reflection that occurs in the developmental process.

In this model, the creation of the portfolio will derive its basis from the professional development option. As teachers individually or collaboratively guide their own professional development, there will be artifacts that can represent both professional and personal development. According to Zepeda (2002), the portfolio should provide artifacts that target a specific goal or focus. During the focused evaluation phase, this portfolio can serve as meaningful evidence of a teacher's growth and a map for future areas of focus.

5.3.1.3. Evaluative Methods

A supervisor or administrator determines a teacher's assignment to one of three evaluative methods according to his or her instructional competency, tenure status, or legal mandates. The decision for this classification is founded upon previous classroom evaluations made within the teacher's classroom and other criteria determined by the local school district. Administrators assign teachers to Intensive Evaluation/Development, Portfolio Review, or Focused Evaluations. Since intensive development does not provide choices to teachers, this new model is integrated

with intensive evaluation. Brandt (1997) supports the use of different evaluative methods when he states that teacher evaluation problems will exist if only one model is utilized for all teachers.

Intensive Development/Evaluation provides concentrated focus on enhancing the instructional performance of non-tenured and tenured teachers with profound instructional problems. Intensive Development/Evaluation accounts for the improvement of new and struggling teachers. Clinical supervision that involves pre- and post- conferences and several cycles of observation is the primary means for this evaluative method.

Several clinical observation cycles, frequent walkthroughs, evaluation of non-instructional functions, and evaluations by school administrators characterize Intensive Evaluation. However, in this new model, mentors, peers, or supervisors may carry out the development component. However, the evaluations that determine the outcome of high-stakes decisions (tenure, promotion, or contract renewal) are the duty of administrators. The areas of need generated from these formal and informal observations will be fundamental in the development of a teacher's professional development plan.

All teachers will be cycled into Focused Evaluations every three or four years. The administrator conducts several cycles of clinical observations. While conducting focused observations, the principal works collaboratively with the teacher to develop multiple-year goals. Duke (1993) suggests teachers develop multi-year growth goals in order to achieve some of the more challenging and complicated components of improving instruction. Then, throughout the next couple of years, the teachers will use their personalized professional development plan to achieve the goals. As the teacher works to achieve his or her goals, he or she will use the portfolio to exhibit progress.

Teachers who are both competent and tenured shall be assigned to portfolio review and receive a minimum number of standard evaluations. These observations still follow a clinical supervision structure, but an administrator only observes a teacher enough to satisfy state or district policy. A true differentiated supervision model accounts for the fact that teachers are performing at different levels and stages of development (Glatthorn, 1984). However, teachers will meet individually with the principal at the conclusion of the school year to present their professional portfolio. The teacher's rating will result from the growth demonstrated during the conference.

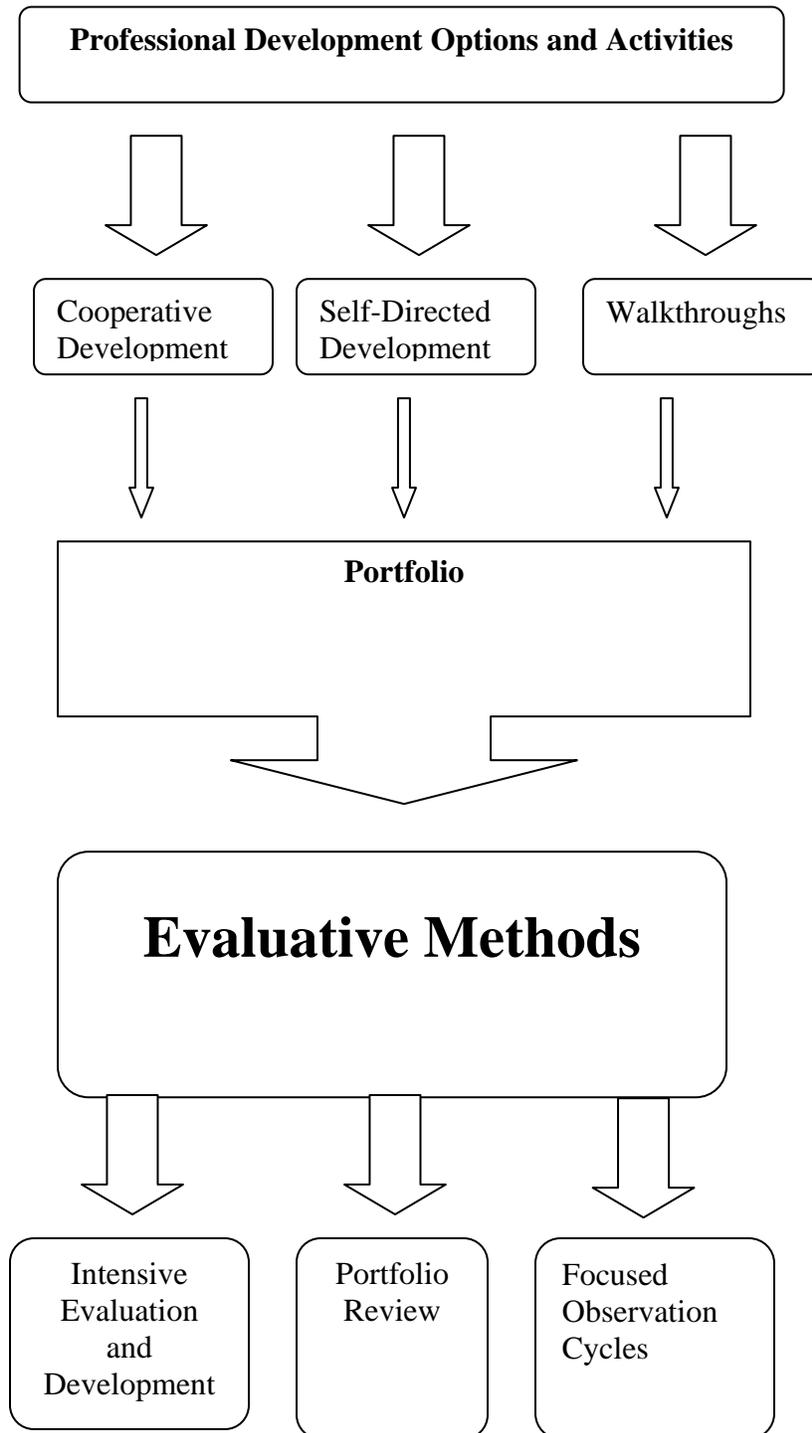
5.3.1.4. Implications for School Entities Developing a New Teacher Supervision System

Education is a profession that requires constant improvement and growth for a teacher to meet the needs of all students in his or her classroom. Due to the necessity for professional development and mandates for accountability, the distinctions between supervision and evaluation have become blurry. However, this indistinctness does not need to be so profound. School supervision and staff development are interdependent; therefore, schools simply cannot ignore either component.

Supervision/professional development models can be tailored toward the ideals of clinical supervision, while still meeting the demand for professional accountability. It is this practitioner/scholar's belief that schools can accomplish this goal by blending professional development and supervision. By connecting evaluation and professional development through portfolios, teachers can assume ownership of their own professional development and demonstrate personal growth.

The structure of this system makes each phase interdependent on the other. As the model above depicts, the teacher chooses the professional development activities and methods. However, the teacher bases his focus on the feedback provided by Intensive Development/Evaluation, Portfolio Review, or Focused Observations. The portfolios are a tool for teachers to use for reflecting on their personal growth and documenting instructional improvements. The portfolio is also a valuable evaluative tool that exhibits formative results of professional development and instructional improvement efforts. Integrating professional development, portfolio construction, and evaluative methods is one way to make teacher supervision more effective and valuable.

5.3.1.5. Differentiated Development Model Flowchart



5.3.2. Suggestions for Future Research

1. The first suggested area for future research involves a follow-up of this study that focuses on the perceptions of classroom teachers regarding the impact of differentiated teacher supervision on improving classroom instruction.
2. Due to the implementation of Pennsylvania's new process for granting Instructional II status, a study examining this system's impact on the quality of classroom instruction would be beneficial for school districts and the Pennsylvania Department of Education.
3. Another possible research study could examine the impact of differentiated supervision on the self-efficacy of teachers participating in such a model. The study could examine which supervision options are most influential in developing the self-worth of professionals.
4. Another study might examine the supportive work conditions that positively impact teachers' willingness to participate in differentiated supervision options.
5. Another suggestion would be for a researcher to conduct a case study that examines the experiences of a school district attempting to implement the differentiated supervision/professional development proposed in this dissertation or another grassroots model developed by a school district.
6. A researcher could also conduct a study that examines the professional development activities and systems provided for school administrators. The study may examine the perceptions of school administrators in regard to the quality and availability of professional growth opportunities.
7. Finally, I would support any further studies that can confirm or dispute the assertions set forth in this study.

5.4. Conclusion

Just as doctors, lawyers, engineers and other professionals collaborate in an effort to develop high professional standards and exemplary practices, it is also necessary for school professionals to work collaboratively to establish these criteria for their work. Until the educational community and its overseers abandon the bureaucratic system that promotes a heavy hierarchical relationship and “loose-coupling”, schools will continue to see minimal results in their efforts to improve school culture and classroom instruction. Their implementation of both teacher supervision and professional development models will continue to be in vain. Additionally, until the organizations that represent teachers develop practices and approaches that are fundamental in developing a collegial culture and trusting relationship with administration, educators will continue to struggle in their quest to be considered professionals.

Even if both schools and the organizations that represent teachers create this collegial culture, school entities still must ensure the instructional competency of its teachers. Communities can no longer afford the cost of ineffective teachers. Therefore, schools have an obligation to provide a supervision system that treats teachers as professionals, provides for optimal professional growth, and demands outstanding classroom instruction. I believe that differentiated teacher supervision has the potential to enhance school culture, significantly improve instruction, and meet the societal demands for teacher accountability. However, school leaders must be creative and make alterations to the traditional structure of schools that afford teachers the resources and time necessary for collaboration and professional inquiry.

APPENDIX A

School District Permission Letter

April 7, 2006

Dear Sir or Madam:

I am currently a doctoral student in the Department of Policy and Administrative Studies at the University of Pittsburgh and a high school administrator within the Greater Latrobe School District. The purpose of this letter is to request your assistance with my dissertation study.

The purpose of this study is to examine the impact that a differentiated teacher supervision model has on school culture and student learning. Through this study, I will be examining the perspective of high school principals. The identity of each school district and individual participants will remain confidential. Therefore, I am seeking the opportunity to conduct a personal interview with your high school principal. I am also interested in copies of your district's teacher supervision model, individual teacher products and professional development materials, projects created as a result of teacher collaboration, and any other artifacts related to the practice of differentiated supervision in your high school.

I would conduct one 90 minute interview with your high school principal. It is my hope to contact you within the next week to secure your approval and schedule a convenient time to conduct these interviews.

Please feel free to contact me at school (724) 539-4225 or home (724) 838-1947 should you have any questions or concerns regarding this study. Upon your request, a copy of the findings will be made available to you upon completion of this study. I thank you in advance for your cooperation and wish you a positive beginning to the 2005-2006 school year.

Sincerely,

Gennaro R. Piraino, Jr.
Assistant Principal
Greater Latrobe Senior High School

APPENDIX B

Interview Instrument Differentiated Supervision

Participant _____ Position _____
 District _____ Date _____

School Culture

1. Collaboration involves teachers working collegially to improve both teaching and learning. There are many ways that teachers may work collaboratively.
 - a. How has differentiated supervision influenced the quality and frequency of teacher collaboration?
 - b. Please tell me about the types of collaborative activities that your teachers participate in throughout the high school.
 - c. What percentage of your staff participates in the activity?
 - d. How often do they engage in each activity?

Activity	Teachers Participate in activity	Percentage of staff participating	Frequency (daily, weekly, monthly)
Peer Observations			
Lesson Study			
Professional Dialogue Sessions			
Curriculum Development			
Assessment Development			
Study Groups			
Shared Planning			
Cooperative Material Development			
Other-			
Other-			

- e. Time is a critical factor for effective teacher collaboration. How does your district provide teachers the opportunity to work collaboratively?

What School Did to Promote Teacher Collaboration	School Provides	Details
Shared Planning Time in Schedule		
Provide substitutes to provide time		
Pay for outside activities		
Purchase supplemental materials and books		
Administrators participate		
Staff development sessions provide time		
Faculty Meetings provide opportunities		
Departmental Meetings provide time		
In Service Days focus on collaborative activities		
Other-		

2. Professional inquiry is a complex form of reflection that involves teachers self-assessing their own instructional practices and beliefs. Some activities that support professional inquiry are professional portfolios, lesson video-taping, journaling, peer observation, and action research.
- How has differentiated supervision been instrumental in increasing the level of professional inquiry among teachers?
 - Please tell me about the types of professional inquiry activities that your teachers engage in throughout the high school.
 - What percentage of staff participates in the activity?
 - How frequently do they engage in this activity?

Activity	Teachers Participate in activity	Percentage of staff participating	Frequency (daily, weekly, monthly)
Portfolio Development			
Video-Tape Self-Analysis			
Journaling			
Peer Observations			
Action Research			
Self-Assessment Inventories			
Other-			

- e. How does the district's supervision model encourage teachers to engage in professional inquiry?

What School Did to Promote Inquiry	Provides	Details
Provide substitutes to provide time		
Purchase supplemental materials and books		
Staff development sessions provide time		
Faculty Meetings provide opportunities		
Other-		

3. Research indicates that the most effective schools are those who commit themselves to incremental change and continuous improvement (Fullan, 1991).
- What positive instructional changes have resulted from teacher participation in differentiated supervision activities?
 - Please describe the change process or the activities that teachers were involved with that enacted this professional or instructional change?
 - What percentage of your staff participates in the activity or change process?
 - How frequently did they engage in this activity?

Activity	Teachers Participate in activity	Percentage of staff participating	Frequency (daily, weekly, monthly)
Peer Observations			
Lesson Study			
Professional Dialogue Sessions			
Curriculum Development			
Assessment Development			
Study Groups			
Shared Planning			
Portfolio Development			
Video-Tape Self-Analysis			
Journaling			
Action Research			
Self-Assessment Inventories			
Other-			

Classroom Instruction

4. The purpose of teacher supervision is to enhance classroom instruction and ultimately student learning. There are four domains of instruction: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Planning and Preparation

- a. How has participating in the district’s supervision model been instrumental in improving the planning and preparation of teachers.

- b. Which components of planning and preparation domain have been improved through differentiated teacher supervision?

- c. What are the activities or evidence that indicates that there has been an improvement?

Components of Domain	Perceived Improvement	Activities or Evidence of Improvement
Demonstrating knowledge of content and pedagogy		
Demonstrating knowledge of students		
Selecting instructional goals		
Demonstrating knowledge of resources		
Designing Coherent Instruction		
Assessing Student Learning		
Other-		

The Classroom Environment

- a. How has participating in the district’s supervision model been instrumental in improving the classroom environments of your teachers?

- b. Which components of the classroom environment domain have been improved through differentiated teacher supervision?

- c. Which activities or evidence indicate to you that there has been an improvement?

Components of Domain	Perceived Improvement	Activities or Evidence of Improvement
Creating an environment of respect and rapport		
Establishing a culture for learning		
Managing classroom procedures		
Managing student behavior		
Organizing physical space		
Other-		

Instruction

- a. How has participating in the district’s supervision model been instrumental in improving the classroom instruction of your teachers?

- b. Which components of the instructional domain have been improved through differentiated teacher supervision?

- c. Which activities or evidence indicate to you that there has been an improvement?

Components of Domain	Perceived Improvement	Activities or Evidence of Improvement
Communicating clearly and accurately		
Using Questioning and discussion techniques		
Engaging students in learning		
Providing feedback to Students		
Demonstrating flexibility and responsiveness		
Differentiating instructional strategies to meet multiple learning styles		
Other-		

Professional Responsibilities

- a. How has participating in the district’s supervision model been instrumental in improving the performance of professional responsibilities by your teachers?

- b. Which components of professional responsibilities domain have been improved through differentiated teacher supervision?

- c. Which activities or evidence indicate to you that there has been an improvement?

Components of Domain	Perceived Improvement	Activities or Evidence of Improvement
Reflecting on teaching		
Maintaining accurate records		
Communicating with families		
Contributing to the school and district		
Growing and developing professionally		
Showing professionalism		
Other-		

Instructional Domains

- a. In which domain from above have you seen the greatest improvement?

Domain	Level of Improvement	Differentiated Supervision Option Most Responsible
Planning and Preparation		
Classroom Environment		
Classroom Instruction		
Professional Responsibilities		

- b. Which components of your district’s current differentiated supervision model have been most instrumental in improving classroom instruction and student learning? Why?

Differentiated Supervision Component	Most Effective	Evidence or Examples of Effectiveness
Intensive Development		
Cooperative Professional Development		
Self-Directed Development		
Intensive Evaluation		
Standard Evaluation		
Other-		

Concluding Questions

5. I am now going to ask you to further reflect upon on your district’s current teacher supervision model.
 - a. If you could redesign your current supervision model so that it has a greater impact on classroom instruction and student learning, what changes would you make? Why?
 - b. What indicators or factors do you use to determine if a non-tenured teacher can move from Intensive Development into one of the other options in your model?
 - c. What indicators or factors do you use to determine if a tenured teacher should be moved into Intensive Evaluation or Intensive Development?
 - d. How do you prepare your teachers to successfully and effectively participate in your differentiated supervision model? For instance, how do you prepare teachers to participate in activities such as peer observation, lesson study, or portfolio development?
 - e. How do you ensure that the professional development activities chosen by the teachers correlate and support building or district initiatives?
 - f. What future or current obstacles or challenges does your district face concerning teacher supervision?

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