

PERCEIVED COMPETENCIES  
OF SCHOOL SUPERVISORS

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SUBMITTED TO THE SCHOOL OF EDUCATION  
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By  
*Estelle*  
Lucille Caster Foster

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Approved for the School of Education:

Arthur Alameda

Pauline J. Sears

Don T. Howard

Approved for the University Committee on Graduate Study:

Albert H. Brumber

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CHAPTER I

ORIENTATION



## CHAPTER I

### ORIENTATION

#### The Purpose of the Study

Among the many roles performed by the members of the school staff, that of the supervisor has stood out as being the least understood.<sup>1</sup> The purpose of this study is to aid in the definition and clarification of this role by examining the perceptions of the elementary school supervisory role held by both teachers and supervisors.

Many current authorities on supervision accept the concept that the purpose of supervision is ". . . the improvement of the total teaching-learning situation."<sup>2</sup> An explicit implication of this statement is that the actions of the supervisor must produce definite and desired results. A further entailment is that there are critical competencies needed by the supervisor to fulfill efficiently the purpose of supervision stated above. This study is concerned with developing an operational statement of the behaviors of supervisors which in the perceptions

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<sup>1</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, 1953. p. vii.

<sup>2</sup>W.S. Elsbree and J.J. McNally, Elementary School Administration and Supervision, New York: American Book Company, 1951. p. 404.

of teachers and supervisors are deemed critical for effective supervision in the public schools.

The purpose of the study is to define inductively and to clarify the nature of the competencies of the supervisor, as perceived by supervisors and teachers, which are deemed critical for effective supervision in the public schools.

#### Background of the Study

The beginnings of the attempts to bring supervision to a professional level can be traced back to the pre-service training activities instigated in 1685 by the Brothers of the French Christian Schools. Pupil-teacher apprenticeship plans were used in Holland, and England during the 19th century. A supervisory type of relationship developed between teachers and pupils in the monitorial schools in the United States.<sup>1</sup> The history of supervision in the schools of the United States dates back to 1642 when the Massachusetts Selectmen were charged with this responsibility. The first record of a special committee being appointed to be responsible for the public schools was in 1647 at Dorster, Massachusetts. The date 1789 marks the first law providing

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<sup>1</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, New York: Harper and Bros., 1954. p. 9.

specifically for the supervision of schools.

Accountability for the supervision of public schools continued to reside exclusively with lay people until 1683, when, with the appointment of the first school superintendent, this obligation began to be shared with professional educators.<sup>1</sup>

Beginning about 1879, the curriculum was expanded to include a number of special subjects, (e.g., art, music, home economics, and physical education). Special supervisors were employed to assist in the development of an adequate teaching approach to these subjects. Special supervision expanded rapidly, especially in the larger cities.<sup>2</sup> In the second quarter of this century, more attention was given to integration of subject matter, and a definite reaction against special supervisors developed. This was supported by two groups of educators: those who believed that special supervision was placing too much emphasis on separate subjects, and those who believed that supervision should be placed solely in the hands of building principals. This opposition, plus pressures from economy moves, considerably reduced the emphasis on supervision in the United States, but according

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<sup>1</sup>Payson Smith, "What Progress Has Superintendence Made", N.E.A. Proceedings, Vol. 63, 1925. pp. 669-676.

<sup>2</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, New York: Harper and Bros., 1954. p. 9.

to the figures of the Federal Office of Education, special supervision still holds a significant place in American education.<sup>1</sup>

Another result was to change the method of operation. The separate subject supervisor went on an on-call, or consultant basis. The general supervisor, or curriculum consultant, whose efforts are devoted primarily to the improvement of classroom teaching on a unified basis, came into existence. The curriculum director, or coordinator, is of even more recent vintage. At first, his function was "to encourage teachers to educate themselves through group activities. Since World War II and the increase in the number of inexperienced teachers, an intensified emphasis has been given to helping beginning and probationary teachers.<sup>2</sup> During this same period, instructional supervision at the state, intermediate, and county levels appeared and increasingly influenced instructional practices.<sup>3</sup>

It is reported that at the middle of this century there were almost 10,000 supervisors in the nation's school systems, supplementing the work of principals and

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<sup>1</sup>Office of Education, Organization and Supervision of Elementary Education in 100 Cities, Bulletin No. 11, Washington, D.C., 1949.

<sup>2</sup>John A. Bartky, Supervision as Human Relations, Boston: D.C. Heath and Company, 1953. pp. 286-288.

<sup>3</sup>Fred C. Ayer, Fundamentals of Instructional Supervision, New York: Harper and Bros., 1954. p. 13.

superintendents in improving instruction.<sup>1</sup>

Since the turn of the century, tremendous innovations due to social and technical developments have made a staggering addition to the talents required to live and work in this civilization. As these modifications have occurred in the basic pattern of life, and as the standards of living have risen, so have the schools altered basic offerings, and standards of education have risen. In turn, as the concepts of education have changed, the concepts of supervision have changed to meet these new conditions. Historically, professional supervision has passed through the stages of inspection, teacher-training, scientific management, and is now in the stage of cooperative leadership.<sup>2</sup> Current emphases center on human relationships, cooperative endeavor and democratic operation, all of which are encompassed in the phrase "democratic supervision."<sup>3</sup> As Spears aptly describes the situation:

It might be said that American school administration finds itself today much like a poor man who has suddenly inherited a fortune. It is now in possession of the rich concept commonly known as democratic supervision, and doesn't know exactly what to do

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<sup>1</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953. p. 5

<sup>2</sup>Spears, op. cit., p. 81.

<sup>3</sup>G. Robert Koopman, Alice Miel, and Paul J. Misner, Democracy in School Administration, New York: Appleton-Century-Crofts, Inc., 1943. pp. 38-75.

with it. And just like the bewildered newly rich who finds himself surrounded by a multitude of new faces--parties anxious to tie their projects onto his soaring kite--so school administration is being surrounded by a multitude of new supervisory faces--parties bearing miscellaneous titles and even more miscellaneous programs.<sup>1</sup>

The one thing on which there seems to be agreement is that some form of supervision is necessary. A publication of the Association for Supervision and Curriculum Development contains the statement:

Supervision, a greatly extended supervision, is essential simply because in the organization of America's educational force, it has a unique part to play. It is a role which would still be essential if every teacher in every school were already a truly superior person; only, then it could bring its work to a tremendously increased fruition.<sup>2</sup>

A bulletin of the California Teachers Association includes a strong assertion of the need for supervision:

Lack of sufficient helpful and expert supervision for teachers during their probationary years has reduced the number of teachers satisfactorily qualifying for tenure. This is a condition that must be remedied if tenure is to achieve the purposes for which it is intended. Fortunately, many

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<sup>1</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953. p. 83.

<sup>2</sup>Association for Supervision and Curriculum Development, Leadership Through Supervision, Washington, D.C.: N.E.A., 1946. p. 122.

districts are now taking steps to remedy this situation.<sup>1</sup>

Currently, supervision is in a period of marked transition. Democratic concepts of supervision are still in a period of exploration with regard to the practices that most efficiently accomplish their aims. A voluminous amount of literature has been produced in the past two decades, yet it has been stated, and justifiably, that:

Of all the responsibilities of school operation, instructional supervision stands out as the one most discussed, yet least understood.<sup>2</sup>

The schools of the nation are faced with several major problems: (1) a tremendous increase in the number of school age children, (2) a critical shortage of adequately trained teachers, and (3) increasing competition for the tax dollar. These factors make it imperative that the problems pertaining to the achievement of increasing the effectiveness of democratic supervisory practices be treated realistically. Spears has stated that:

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<sup>1</sup> California Teachers Association, Tenure a Handbook, San Francisco, California: Dec. 1, 1953, (Mimeographed). p. 20

<sup>2</sup> Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953. p. 1.

Those programs that are going to be most effective will be characterized by a limitation of effort in keeping with the availability of personnel and reasonability of accomplishment.<sup>1</sup>

Need for Study of the Supervisory Role

In the light of the situation just described, it would appear that it is important that the competencies needed by supervisors be clarified. The available literature gives few operational statements. In 1950, Melchior surveyed the literature and found:

Few, if any, acceptable research studies exist on evaluation of supervision as a whole or as a total situation.<sup>2</sup>

Since that time both Peckman<sup>3</sup> and Spears<sup>4</sup> have made exhaustive studies of the literature and come to the same conclusion.

In recent years, three studies related to this area have been completed at Stanford University. Benjamin conducted a study concerning the perceptions of principals

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<sup>1</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953, p. 83.

<sup>2</sup>W.T. Melchior, Instructional Supervision, Boston: D.C. Heath and Company, 1950. p. 24.

<sup>3</sup>Dorothy Reed Peckman, Principles and Techniques of Supervision, Dubuque, Iowa: William C. Brown Company, 1953.

<sup>4</sup>Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953. p. 83.



and teachers regarding the nature of "effective" supervisory behaviors of elementary principals.<sup>1</sup> Knight examined the perceptions of the supervisory role held by supervisors and principals.<sup>2</sup> Ord explored the competencies of county school consultants as perceived by teachers in rural schools and county staff members.<sup>3</sup> Since teachers, principals, supervisors, special service personnel, school superintendents, school board members, and the citizens of the community are all involved in judging the effectiveness of the supervisor, a complete statement of the competencies needed by supervisors would include the perceptions of all of these groups of people. The studies completed to date have made contributions toward this complete statement, but since they were confined for practical reasons to specific groups,

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<sup>1</sup>Dayton Benjamin, "Critical Behaviors of Elementary Principals in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1955).

<sup>2</sup>Charles Knight, "A Perception of Elementary School Supervisory Role" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1956).

<sup>3</sup>John Ord, "Critical Competencies of County School Consultants in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1958).

they have made but a limited start toward the definition of the role of the supervisor.

### Delimitations of the Study

The present study is primarily concerned with the identification and analysis of teachers' and supervisors' perceptions of what constitutes "effective" supervisory behavior. In addition, it is concerned with the development of an operational statement of the critical competencies needed by elementary general curriculum supervisors to fulfill the function of helping teachers improve the total conditions that surround learning.

It is recognized that the principal should be the instructional leader of the school. Supervision is an important aspect of the work of the principal. In addition, supervisors may assist the principal in fulfilling this responsibility. The study is limited to a consideration of the supervisory behaviors of general elementary curriculum supervisors.

There are several reasons why it is felt that teachers' and supervisors' perceptions of "effective" and "ineffective" behaviors are important in clarifying the competencies needed by the supervisor. Teachers and supervisors are the people most intimately involved in this problem. It has been empirically demonstrated that what one sees or observes is largely "a servant of one's in-

terest, needs, and values."<sup>1</sup> It is widely accepted that a person's behavior in any situation is a partial function of the manner in which he perceives that situation. Psychological theorists of varying persuasions tend to agree that perception and performance are closely linked. Lewin and Grabble have stated that:

Social action no less than physical action is steered by perception.. In any situation, we cannot help but act according to the field we perceive.<sup>2</sup>

It appears reasonable to assume that part of the variation in the ways in which teachers respond to supervisory behaviors might be attributed to variations in the ways in which teachers and supervisors perceive and evaluate particular supervisory acts. It would appear that to be able efficiently to assist teachers improve learning situations, it would be helpful to know how they see the function of supervision, and what are the relationships of their perceptions of the situation to the perceptions of others involved in the supervisory process. Therefore, it would seem that knowledge of teachers' and supervisors'

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<sup>1</sup>L. Postman, J.S. Bruner, and E. McGinnes, "Personal Values as Selective Factors in Perception." Journal of Abnormal and Social Psychology, 1948, 43: 142-154.

<sup>2</sup>K. Lewin, and P. Grabble, "Conduct, Knowledge and Acceptance of New Values." Journal of Social Issues, 1945, 1:57.

perceptions of what constitutes "effective" supervisory behavior, per se, would be valuable professional knowledge. Specifically, from the data collected in this study, the writer will attempt to answer the following major questions:

1. What are some descriptive critical actions of the supervisor as perceived by both supervisors and teachers, which in the judgment of these respondents are believed to be "effective" or "ineffective" in performing the role of the supervisor as defined earlier in this project?

2. What are the critical competencies of the supervisor as perceived by supervisors and teachers?

3. Do the perceived critical competencies of the supervisor vary significantly as they are perceived by teachers and as they are perceived by supervisors?

It is recognized that perceptual behavior is a complex phenomenon affected by many variables. Logically, it is impossible to isolate all the possible variables that might be related to these critical competencies, but for the professional educator, it would appear valuable to know how teacher and supervisor perceptions of supervisory behaviors vary with a few easily identifiable variables. Such knowledge could better enable the administrator or supervisor to predict and plan for different teacher responses to similar supervisory behaviors. Three experimental variables were selected for investigation.

One of the variables selected was the amount of professional training the respondent had received. It was expected that the educational background of the respondent would make a systematic difference in the ways the teacher or supervisor perceived supervisory behaviors. Logically, those with more training should show greater insight into learning problems. The following question will be investigated:

What relationships exist between the perceived critical competencies of the supervisor and the educational background of the respondent?

Another variable it was felt might show a difference in the way supervisory acts were perceived was the amount of contact a teacher respondent had had with supervisors. Those who had had contact with only a few supervisors might perceive the critical competencies differently from those who had had experience with many supervisors. An additional question this study will attempt to answer is:

What relationships exist between the perceived critical competencies of the supervisor and the amount of contact which the respondent has had with supervisors?

The third variable selected was the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory. The Minnesota Teacher Attitude Inventory is a scale designed to measure those attitudes of a person which discriminate between "desirable"

and "undesirable" teacher-pupil relations. Those who rank at the high end of the scale are characterized as having desirable teacher-pupil relations and described as "permissive" teachers. Those at the low end of the scale are assumed to have undesirable teacher-pupil relations and described as "authoritarian" or "dominative" teachers. It was proposed that there might be a direct relationship between the teachers' and supervisors' orientation and attitude toward children as inferred from their scores on this scale and their perceptions of supervisory behaviors. The last question which this study will attempt to answer is:

What relationships exist between the perceived critical competencies of the supervisor and the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory?

**CHAPTER II**

**RESEARCH DESIGN**

## CHAPTER II

### RESEARCH DESIGN

#### General Requirements of the Design

In order to accomplish the objectives set forth in this study, it was necessary that some scientific systematic and valid technique be utilized to provide data which would avoid over generalized statements regarding the types of activities in which supervisors participate. In addition, the technique needed to allow for the analysis of the data and the final formulation of the critical competencies of the supervisor as perceived by teachers and supervisors. The critical incident technique developed by Flanagan<sup>1</sup> and co-workers at the American Institute for Research and the University of Pittsburgh seemed to come the closest to meeting the requirements of the study and therefore was selected as a research tool or device. In discussing this technique, Flanagan has stated:

A new approach has been developed which attempts to substitute data in the form of representative samples of observed behavior for opinions. Critical incidents are collected which report observations of behavior representing either unsatisfactory, or outstanding performance of important aspects of

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<sup>1</sup>John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, LIV (July, 1954), 4.



the individual's job. These are only the casual judgments of any statistical series. Since the incidents involve only behavior, they tend to represent objective data rather than subjective opinion or impressions.<sup>1</sup>

The advantages of the C.I. Technique for the purposes of this study are summarized as follows:

1. It is a technique that can aid in the recognition of perceptions of supervisory competency of personnel intimately associated with the activity, in this case teachers and supervisors.

2. It provides a collection of descriptions of actual, concrete, observable behavior in specific situations as perceived by the respondents.

3. It minimizes trait responses and supplies descriptions on a behavioral or operational level.

4. In this technique the emphasis is placed upon the discovery of those competencies which are critical or crucial in the sense that they have been judged to be determining factors in the successful or unsuccessful participation of a number of individuals on a specific job, which in this study is that of the public school supervisor.

A major limitation of the technique is the lack of

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<sup>1</sup>John C. Flanagan, "A New Approach to Evaluating Personnel," Personnel 26:35, July 1940.

inclusion of a means for selecting respondents with relatively common educational frames of references.

It is contended:

. . . that homogeneity of basic educational frames-of-reference (philosophy of education, nature of educational objectives, role of education as a social process), seldom if ever obtains when a group is identified only on the basis of the general<sup>1</sup> professional or civic roles of its members.

In designing this study, an attempt was made to compensate for this limitation by incorporating the use of the Minnesota Teacher Attitude Inventory scale. This scale is "designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationship."<sup>2</sup> Persons with high scores are assumed to be more permissive and those with low scores more dominative, and in each case for the individuals to behave accordingly. The results of some educational research projects have indicated that the score categories of this scale might have a better than chance relationship to perceptions of administrative behavior.<sup>3</sup>

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<sup>1</sup>Arthur P. Coladarci, "Administration Success Criteria," Phi Delta Kappan, 37:1956, p. 283.

<sup>2</sup>W.W. Cook, C.H. Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory Manual. New York: The Psychological Corporation, 1951. p. 3.

<sup>3</sup>Coladarci, op. cit., p. 284.

### The Critical Incident Technique

The critical incident technique is a procedure which was developed at the American Institute for Research of Pittsburgh as an outgrowth of studies conducted in the Aviation Psychology Program of the United States Army Air Forces during World War II. The first major study using this technique was conducted in 1944 to determine critical requirements of combat leadership for wartime flying missions.<sup>1</sup> At the close of World War II, this technique was further refined under the leadership of Flanagan at the American Institute for Research and the University of Pittsburgh. At the present time, the C.I. Technique consists of five steps, each of which is essential for most research problems:

1. Determination of the general aim of the activity. This general aim should be a brief statement obtained from the authorities in the field which expresses in simple terms those objectives to which most people would agree.
2. Development of plans and specifications for collecting factual incidents regarding the activity.
3. Collection of the data. The incident may be reported in an interview or written up by the observer himself. In either case, it is essential that the reporting be objective and include all relevant details.

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<sup>1</sup>Frederick Wickert, Psychological Research on Problems of Redistribution, Army Air Forces Aviation Psychology Program Research Reports, Report No. 14, (Washington: U.S. Government Printing Office, 1947).

4. Analysis of the data (the data collected are analyzed in terms of the observer's frame of reference, categories are formulated, and "successful" behaviors are identified).
5. Interpretation and reporting of the statement of the requirements of the activity. The possible biases and implications of decisions and procedures made in each of the four previous steps should be clearly reported.<sup>1</sup>

This technique has been used with a considerable degree of success to analyze human behaviors in many different fields, and from this information propose the critical requirements needed for specific activities. Areas that have been investigated include determining critical requirement of nursing practices,<sup>2</sup> critical requirements of factory foremen,<sup>3</sup> critical requirements for

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<sup>1</sup>John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, LIV (July, 1954), p.336.

<sup>2</sup>June G. Teig, "The Critical Incident Technique in Identifying Behavioral Criteria of Professional Nursing Effectiveness," (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1953).

<sup>3</sup>Robert B. Finkle, "A Study of the Critical Requirements of Foremanship" University of Pittsburgh Bulletin (Pittsburgh: Pittsburgh University Press, 1950), pp. 291-297.

effective dental practice,<sup>1</sup> and critical requirements of general psychology courses.<sup>2</sup> In addition, the critical incident technique has been found to be valuable for studying the roles of various educational workers.

Jensen collected and analyzed reports concerning the effective and ineffective behaviors of teachers as observed by a diversified group of specialists who were considered to be qualified to render judgment on teachers' classroom behavior. The critical requirements were classified under personal, professional, and social qualities.<sup>3</sup>

Medsker and Buffington conducted parallel studies to clarify the role of the elementary principal. Medsker did an analysis of the critical behaviors of elementary principals as viewed by teachers including all activities that the teacher desired to mention. Medsker's findings were grouped into five major areas: (1) Providing Leadership for Teachers, (2) Working with and Caring

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<sup>1</sup>Robert F. Wagner, "A Study of the Critical Requirements for Dentists" (Unpublished Ph. D. dissertation, University of Pittsburgh, 1949).

<sup>2</sup>Jo Anne Smit, "A study of the Critical Requirements for Instructors of General Psychology Courses", University of Pittsburgh Bulletin (Pittsburgh: Pittsburgh University Press, 1952), pp. 297-284.

<sup>3</sup>Alfred C. Jensen, "Determining Critical Requirements for Teachers", Journal of Experimental Education, XI, (September, 1951).

for Children, (3) Maintaining Relations with the Community, (4) Administering the School, and (5) Working with Individual Parents.<sup>1</sup> Buffington studied the behaviors of the elementary principal as perceived by parents. The results of his analysis of these perceptions were classified under the following headings: (1) Developing Relationships with Parents' Groups and the Community, (2) Working with and Caring for Children, (3) Knowing and Helping Parents, and (4) "Unclassifiable".<sup>2</sup>

Benjamin also examined the role of the elementary principal but limited his study to the supervisory behaviors of elementary principals that had specific bearing on the teacher's activities in the classroom, as perceived by teachers and principals. Critical requirements were centered around three major headings: (1) Curriculum Materials and Instructional Procedures, (2) Mental Hygiene of Teachers, and (3) Administrative Arrangements.<sup>3</sup>

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<sup>1</sup>L.L. Medsker, "The Job of the Elementary Principal as Viewed by Teachers" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1954).

<sup>2</sup>Reed L. Buffington, "The Job of the Elementary Principal as Viewed by Parents" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1955).

<sup>3</sup>Dayton Benjamin, "Critical Behaviors of Elementary Principals in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1955).

Knight explored the perceptions of the supervisory role held by supervisors and principals. The major areas of activity derived from the behaviors as constituting the critical areas of the work of the elementary school supervisor were: (1) Working with and Helping Principals, (2) Working with Parents and Parent Groups, and (3) Working with and Helping Teachers.<sup>1</sup>

A study by Ord dealt largely with the dimensions of supervision which were related to individual techniques or one-to-one relationships between the consultant and teacher. The behaviors reported were classified under the following headings: (1) Curriculum Materials, (2) Methods and Instructional Procedures, (3) Mental Health and Teacher Growth, and (4) Classroom Organization.<sup>2</sup>

These studies have demonstrated that the C.I. Technique can be used successfully in studying the perceptions of competencies needed by different groups of educational personnel. This is its value to the present study.

Certain basic assumptions must be accepted in an investigation that employs the critical incident technique

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<sup>1</sup>Charles Knight, "A Perception of Elementary School Supervisory Role" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1956).

<sup>2</sup>John Ord, "Critical Competencies of County School Consultants in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1958).

as a research device. Those which were basic to this investigation follow:

1. It was assumed that teachers and supervisors are qualified and competent judges in observing and reporting "effective" and "ineffective" behaviors of the supervisor.

2. It was assumed that the objective of supervision as stated on page two was an acceptable objective to the observer.

3. It was assumed that the respondents would display different intensities of feeling toward particular behaviors that they reported, but that present psychological knowledge is insufficient to differentiate accurately or measure the amount of these differences in intensity of feeling.

#### Definitions of Terms Used

For the purposes of this study, the terms defined in this section are used consistently throughout the report to convey the meanings set forth in these definitions.

Area: A unit which embraces a group of similar categories. This allows for the explicit presentation of the critical competencies in a more communicable pattern.

Category: A concept embracing a group of similar



abstracted behaviors as based on the recorded critical incidents.

Critical Competency: An aptitude, ability, attitude, or other behavior which is crucial in the sense that it is frequently a factor causing either successful or unsuccessful participation in a supervisory activity. A critical incident may contain one or more critical competencies.

Critical Incident: By an incident is meant an observable type of human activity which is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be "critical", the incident observed must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite so that there is little doubt concerning its purported effects. Such incidents are defined as behavior perceived as outstandingly effective or ineffective with respect to attaining the general aim of supervision stated on page two.

Supervisor: The person, other than the building principal, who is assigned the responsibility for supervising the improvement of the instructional program. The terms supervisor and consultant are considered as having identical definitions and are used as interchangeable terms.

### The Null Hypotheses

At the beginning of the study, the following null hypotheses were proposed for testing by appropriate statistical analysis:

1. The perceived critical competencies of the supervisor do not vary significantly as perceived by supervisors and as perceived by teachers.
2. The perceived critical competencies of the supervisor do not vary significantly with the educational background of the respondent.
3. The perceived critical competencies of the supervisor do not vary significantly with the amount of contact the respondent has had with supervisors.
4. The perceived critical competencies of the supervisor do not vary significantly with the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory.

### Selection of the Sample

The number of respondents and the number of incidents to be included was a matter for conjecture. No conclusive evidence has thus far been presented to indicate exactly how many incidents are necessary for a complete study. According to Flanagan:

A general problem which overlaps the phases of collecting the incidents and analyzing the data relates to the number of incidents required. There does not seem to be a simple answer to this question. If the activity or job being defined is relatively simple, it may be satisfactory to collect only 50 or 100 incidents.

On the other hand, some types of complex activity appear to require several thousand incidents for an adequate statement of requirements.<sup>1</sup>

A review of similar studies seemed to indicate that approximately one hundred respondents with each respondent supplying four incidents would be an adequate number to meet the requirements of this study.

In the present study, the supervisor respondents were selected from general elementary curriculum supervisors who were members of the Bay Section California Association for Supervision and Curriculum Development, (Appendix B). Granting that supervisors work under many types of organizational plans, no attempt was made to ascertain or differentiate the staff relationships where these supervisors were employed.

The teacher respondents, to avoid identification with a particular school district and supervisory staff, were selected from the students attending summer session education classes at San Jose State College, San Francisco State College, Stanford University, and the University of California during 1955 and 1956. It was felt that if teachers were not identified with the school district where they were employed, they might be more inclined to give freer responses, particularly in regard

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<sup>1</sup>John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin, LI (July, 1954) p. 343.

to "ineffective" behaviors. The colleges and universities were selected because they were in the area where the supervisor respondents were employed, and they were a convenient distance from the residence of the researcher. Four schools were selected to try to get a more representative sample of teachers and to nullify to a limited degree the influence that the program of an individual teacher training school might give to the responses.

It was required that each teacher respondent fulfill the following qualifications: (1) hold a regular general elementary California teaching credential, (2) have had a minimum of one year of teaching experience in a California elementary school, and (3) have had contact with at least one elementary general curriculum supervisor, (Appendix A).

#### Collection of the Data

Since the study employed the critical incident technique, the data to be obtained--perceived behaviors of supervisors--were procured through personal interviews. The value of this procedure was threefold: (1) it secured the behaviors personally from the respondents; (2) by having the respondent there to clarify any responses that did not seem clear, it reduced to

a minimum any inference or bias on the part of the investigator; and (3) it gave an opportunity to determine from the supervisors and teachers their implicit intent and judgments regarding the behaviors that were considered critical in the incidents they described.

The interview was designed to obtain specific descriptions of behavior in a relatively informal, semi-structured situation. The structure of the interview was provided by the standardized questions given in Appendix D. In each case, the respondent was first asked to recall the "effective" incidents and then the "ineffective" incidents. Each respondent was assured of his anonymity in respect to all data he supplied. In cases where the respondent seemed to indicate an uneasiness about this, further details as to the way the data were to be handled were given.

Each interview proceeded through the following steps:

1. The interviewer made sure that the interviewee understood what was wanted by familiarizing him with the purpose of the study, the methods being used, and the criteria for critical incidents the observer was to supply, (Appendix C).

2. The interviewer checked to be certain that the interviewee met all the qualifications for a respondent as they are set forth on pages 28 and 29 of this study.

3. The interviewer ascertained if the respondent was willing to participate in this study to the extent of both being interviewed and completing the Minnesota Teacher Attitude Inventory scale.

4. The interviewer then obtained and recorded the desired descriptive data on the respondent, (Appendix D).

5. The interviewer reviewed the criteria for critical incidents the observer was to supply, (Appendix C).

6. The interviewer stated and obtained agreement on the purpose of supervision as given on page two.

7. The interviewer asked the questions designed to obtain the critical incidents, (Appendix D). The respondent was asked to describe situations which he considered to have been effective or ineffective and, in his judgment, what critical behavior was involved. The respondent was then asked to state why he thought this behavior was effective or ineffective. In an attempt to avoid gripes and unconstructive statements, if the behavior was judged as "ineffective", the respondent was asked to state what he felt the supervisor should have done.

8. The interviewer directed his efforts toward encouraging detailed responses to the questions in order to assure the securing of descriptions of behavior and not traits. When the responses did not seem clear, the interviewer asked the following type of questions: Can you tell me more about this? I don't quite understand the situation; who did what?

9. The same procedure was repeated for each incident the respondent supplied. Each interviewee was asked to supply four incidents--two effective and two ineffective--but when they wished to give more, the procedure was followed for all incidents they volunteered to supply.

10. The interviewer gave each respondent a stamped and addressed envelope which contained a copy of the Minnesota Teacher Attitude Inventory, and an answer sheet for the Minnesota Teacher Attitude Inventory. This test was to be completed at the respondent's leisure and mailed back to the interviewer. Any questions the respondent had concerning this test and how the answers were to be used were answered. The importance of returning this test was stressed. Each envelope and each answer sheet was coded with the number of the interview so the information thus obtained could be matched with the other descriptive data about the respondent. This fact was

explained to the respondent, as names and addresses of the respondents were not asked for at any time during the interview. The respondent was given the option of putting his name and address on the Minnesota Teacher Attitude Inventory Answer Sheet if he cared to be given the results of his score on the test and a copy of the summary when it was completed. This was done so the researcher could in a small way compensate the respondent for his time and effort and to encourage the respondent to return the Minnesota Teacher Attitude Inventory Answer Sheet.

11. The interviewer reviewed the Form for Collecting Data and checked with the respondent to be certain that all of the information was recorded accurately.

12. The interviewer thanked each respondent for having been willing to be an interviewee and again mentioned the importance of returning the Minnesota Teacher Attitude Inventory Answer Sheet.

As has been noted in the outline of interview procedures, data of two types were gathered and recorded: (1) the descriptive information on the respondent, and (2) the descriptions of behavior. Procedures for this phase of the gathering process were designed to get the interview data in usable form for the classification and analysis that was to follow.



Using the Form for Recording Data (Appendix D), the interviewer recorded all data as it was given by the respondents. The descriptive information about the respondents was secured so it might be compiled and tested for significance in relationship to the perceived critical competencies of the supervisor.

The descriptive data about each respondent included:

1. Currently employed as: (1) teacher, (2) supervisor.
2. Educational background of the respondent: (1) no degree, (2) A.B. degree, (3) A.B. degree to plus 30 semester units, (4) A.B. degree plus 30-60 semester units, (5) A.B. degree plus over 60 semester units.
3. Number of supervisors with whom the respondent has had contact: (1) 1-5, (2) 6 or more.
4. Score on Minnesota Teacher Attitude Inventory.
5. County in which the respondent was employed. (To check that all respondents were not from one specific area.)

In recording the descriptions of behaviors, the interviewer tried to keep as close as possible to the respondent's words. The interviewer attempted to have the recording of the incident be inconspicuous.

In order to expedite the handling of the raw data during the categorization and tabulation processes which follow, each incident was transcribed from the Form for Recording Data to a Unisort Analysis Card. Separate cards were designed and printed for recording the effective and

ineffective incidents. In the printing of the cards, notations to facilitate the recording of the descriptive data that was needed on each respondent were provided. (For sample cards, see Appendix E).

#### Category Formulation

Data obtained from the interview phase of this study were subjected to the process known as category formulation. This is the total process by which data are analyzed in order to arrive at the critical competencies of the job under consideration.

As was noted previously, each incident was transcribed onto a Unisort Analysis Card, with separate types of cards being used for "effective" and "ineffective" incidents. The cards were separated into two groups, one for "effective" behaviors and one for "ineffective" behaviors. Up to the point of the final process--the formulation of the critical competencies of the supervisor, each group was treated separately but identically in the categorization process.

Following the establishment of these two major groups, the incident described on each card was analyzed to determine those incidents which contained more than one critical behavior. Duplicate cards with the same assigned interview and incident numbers, but with each

behavior assigned a different code number, were made for those incidents containing more than one critical behavior.

At this phase of the process, the total group of cards were divided into sub-groups of one hundred cards each. Two hundred of these cards, randomly selected were withheld and set aside until categories and areas were developed from the remainder of the total groups.

The next step undertaken was the development of a classification of the behaviors. The behaviors were carefully analyzed for the purpose of selecting the general nature of the classification, with the principal consideration being given to the uses to be made of the data.<sup>1</sup> The frame of reference for this study was directed toward training and evaluating on-the-job effectiveness of the supervisor. All identical behaviors were placed together with a descriptive statement of the behavior involved, to form the primary or first level of generalization. Next, groups of behaviors that appeared related were isolated into separate groups with descriptive statements written to describe the category of behaviors.

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<sup>1</sup>John C. Flanagan, "The Critical Incident Technique," Pittsburgh: American Institute for Research, and University of Pittsburgh, (Mimeographed bulletin), October 1953, p. 37.

These descriptive statements were then refined further as they were related to the supervisor's job and were grouped into areas for which general statements were written that embraced all behaviors contained in the group, yet were mutually exclusive of the other categories.

The next process of the classification system involved the grouping of the previously denoted categories of behavior into tentative major areas, for which new statements were written which incorporated the essentials of all the previous steps. Since this step is considered to be one of the most vital steps in the total categorization process, careful attention was paid to the considerations that have been suggested by Flanagan:

1. The headings and requirements should indicate a clear cut and logical organization. They should have discernible and easily remembered structure.
2. The titles should convey meanings in themselves without the necessity of detailed definition, explanation, or differentiation. This does not mean that they should not be defined and explained. It does mean that these titles without the detailed explanation, should still be meaningful to the reader.
3. The list of statements should be homogeneous; the headings for either areas or requirements should parallel in content and structure. Headings for major areas should be neutral, not defining either unsatisfactory or outstanding behaviors. Critical requirements should ordinarily be stated in positive terms.

4. The headings of a given type should all be of the same general magnitude or level of importance. Known biases in the data, causing one area or one requirement to have a disproportionate number of incidents should not be reflected in the headings.
5. The headings used should be comprehensive and cover all incidents having significant frequencies.<sup>1</sup>

For the purpose of contrasting them, the statements written for "effective" behaviors were then placed opposite those written for the "ineffective" behaviors. Statements of critical competencies were written for those which were perfect parallels and then for those that did not match. These statements give the critical competencies of the elementary general curriculum supervisor as perceived by the teacher and supervisor respondents of this study.

To check whether or not there was an adequate sample of incidents to provide sufficient data to complete the present study, the two hundred cards (one hundred "effective" cards and one hundred "ineffective" cards) that were previously withheld were subjected to the category system that was developed with the remainder of the cards. When classifying these cards, it was found that no additional categories were necessary to accom-

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<sup>1</sup>John C. Flanagan, "The Critical Incident Technique," Pittsburgh: American Institute for Research, and University of Pittsburgh, (Mimeographed Bulletin), October 1953, p. 39.

modate them, so it seemed apparent that there was no need for collecting additional incidents. The reliability of the data was indicated by the fact that the last two hundred behaviors appear to verify the comprehensiveness of the original categorization.

As a further check on the categorization process, a jury of three was asked to categorize a random sampling of descriptions of behavior that had been used to develop the categories. The sampling represented all major areas and sub-areas of the classification system. The jury members selected were college professors on the staffs of colleges located in northern California, who were teaching courses concerning supervision and curriculum development.

Additional Unisort Analysis Cards were prepared to submit to the jury. This was done so the jury members would not be aware of the researcher's categorizations. These cards contained the identical information as those used in the original categorization process but had separate code numbers to facilitate the checking of these cards against the areas and sub-areas that had been tentatively set up. Fifty of these cards along with a copy of the areas and sub-areas of behavior that had been developed through the categorization process were submitted to the jury. The categorization process was

explained to each jury member. The jurors were asked: to become familiar with the researcher's categorizations, to read each description of behavior, to judge in which sub-area they felt the behavior should be categorized, and to indicate their judgment by writing the code number of the card beside the description of the sub-area. As a part of their instructions, they were informed that if they felt there were behaviors that did not fit into any of the tentative sub-areas, they were to indicate this at the end of the list of categories. Each juror completed the categorization of the sample cards independently. A summary of the jury's findings may be found in Appendix F.

An analysis was made of the jury's findings to determine how much agreement or disagreement existed. A summary of the amount of agreement is presented in Table 1.

There was considerable agreement between the jury's categorization of the fifty descriptions of behavior selected at random and the categorizations of the researcher. In seventy-two percent of the cases tested, at least three out of the four people making judgments were in agreement on the categorizations.

In some cases, adjustments in the original categorizations were made to bring them into agreement with the

TABLE 1

SUMMARY OF THE AMOUNT OF AGREEMENT BETWEEN JURY'S CATEGORIZATION OF FIFTY BEHAVIORS SELECTED AT RANDOM AND THE CATEGORIZATIONS OF THE RESEARCHER

	No. of Cases	% of Total
Researcher and 3 jurors agree.	13	26
Researcher and 2 jurors agree.	23	46
Researcher and 1 juror agree, 2 jurors disagree both with researcher and other jurors.	8	16
Researcher and 3 jurors disagree, but 2 jurors agree.	2	4
Researcher and 3 jurors disagree and jurors disagree with other jurors.	4	8
Totals	50	100



jury's recommendations. If only one juror disagreed, the categorization remained as tentatively set up. In cases where one juror agreed with the researcher, but the other two jurors disagreed both with the researcher and the other jurors, no change was made. When at least two jurors agreed, but differed with the researcher, an adjustment was made in line with the juror's recommendations.

After the jury categorizations were completed, the disagreements were discussed with the jurors. The disagreements seemed to occur mainly through different interpretations of the words used by the respondents to describe a particular behavior. In the few cases where all had disagreed with the researcher's categorizations, the descriptive statements were rewritten taking into account the suggestions made by the jurors.

Code numbers were then assigned to each card to indicate the area and sub-area to which the behavior had been categorized. These code numbers were assigned to facilitate the tabulations that were required for the statistical analysis of the data which is described in Chapter III.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

Forty elementary general curriculum public school supervisors and fifty elementary public school teachers were personally interviewed for this study. The number of incidents obtained from the interviews and the number of behaviors abstracted from the incidents are summarized in the following table:

TABLE 2

SUMMARY OF THE NUMBER OF INTERVIEWS, THE INCIDENTS REPORTED AND THE BEHAVIORS DERIVED FROM INTERVIEWS WITH PARTICIPATING TEACHERS AND SUPERVISORS

Number of interviews with:			
Supervisors	40		
Teachers	50		
Total	90		
Incidents reported by:			
	<u>Effective</u>	<u>Ineffective</u>	<u>Total</u>
Supervisors	91	79	170
Teachers	103	90	193
Total	194	169	363
Average number of incidents per interview			
	4.03		
Average number of behaviors per interview			
	1.10		

The Descriptive Critical Actions of the Supervisor  
As Perceived by Teachers and Supervisors

The first question this study attempted to answer was:

What are some descriptive critical actions of the supervisor as perceived by both supervisors and teachers, which in the judgment of these respondents are believed to be "effective" or "ineffective" in performing the role of the supervisor as defined earlier in this project?

The categorization process described in Chapter II was used to develop statements of "effective" and "ineffective" critical actions of the supervisor. Four major areas of activity were derived from the behaviors obtained from the interviews with supervisors and teachers as constituting the critical areas of the work of the elementary general curriculum supervisor. These areas are:

- I. PROVIDING OPPORTUNITIES FOR ACQUIRING INSERVICE GROWTH
- II. CURRICULUM MATERIALS
- III. INTERPERSONAL RELATIONS
- IV. WORKING WITH PARENTS AND PARENT GROUPS

These major areas are supported by a number of sub-areas which were derived from the behaviors abstracted from the incidents. When grouped together these major areas and sub-areas define the work of the elementary general curriculum supervisor as perceived by the elementary teachers and supervisors who participated in this study.

The following is a summary and brief explanation of these areas. Each sub-area is illustrated by a sample incident as it was reported by the interviewee. Examples are drawn from both teacher and supervisor reports.

Summary of Major Areas and Sub-Areas of Activities of Elementary Supervisors as Derived from Observed Behaviors

I. Providing Opportunities for Acquiring Inservice Growth.

In this category are listed those activities of the supervisor that are concerned with providing on-the-job training for the teachers with whom she works in a face to face relationship. It includes both working with individual teachers and groups of teachers. It embraces the arranging of workshops, displays of materials, and other situations where teachers may gain new ideas or techniques.

A. Arranges Observation Opportunities for Teachers to See Good Learning Situations.

Arranges opportunities for teachers to visit other classrooms and helps them focus their attention on specific techniques. The following reports from a teacher and a supervisor are illustrations.

Effective

Setting: Supervisor had arranged a grade level meeting for all third grade teachers.

Substitutes were provided so they could go while school was in session.

Incident: All the third grade teachers met at one school where a teacher had prepared a reading lesson showing the introduction of a new story. She demonstrated this lesson with her third grade class. The group of teachers went on to another school where they saw a lesson concerning the teaching of phonics. At a third school they observed an enrichment type reading lesson. The entire program was carefully planned.

Result: The teachers got so many ideas they could use that they want to do it again with another subject area being featured.

Why: Gave opportunity to see different types of lessons, using different teachers and children.

#### Ineffective

Setting: Supervisor was asked by a principal to come to help a teacher he felt was very weak.

Incident: Supervisor came out to the school and talked with this teacher. During the conversation, the supervisor suggested visiting another teacher teaching the same grade level. The supervisor made arrangements to take the teacher to visit this other classroom. The teacher went, but was not very interested in what went on in the room. This was so, even after the supervisor discussed with her some of the activities going on in the room.

Result: Teacher said, "If I had this room I could do that too, but not with the group I have now."

Should have: Supervisor felt this a good method but that it didn't work in this case. She felt it might have been a problem in the teacher's personal life, rather than a curriculum problem.

#### B. Arranges Workshops and Displays to Present New Materials and Ways to Use Them.

Organizes workshops around particular phases of the curriculum; prepares displays of instructional aids; provides materials to make these

aids; presents different ways to use them; and involves teachers in the planning of the meetings. The following incidents reported by a supervisor and a teacher illustrate this sub-area.

#### Effective

Setting: The supervisor when visiting the schools saw that there was a great deal of verbalization going on in the arithmetic program so decided to arrange an arithmetic materials workshop.

Incident: The supervisor prepared or gathered the materials needed for the workshop. She invited all who were interested to attend one afternoon after school. The supervisor presented the materials on display and showed a few ways to adapt them to different situations.

Result: Some of these teachers went home and made materials. Others started using the commercial materials that were available in their schools.

Why: Results showed in the classrooms. The supervisor reached more teachers than she could have through individual demonstrations.

#### Ineffective

Setting: Supervisor arranged an after school workshop concerning the teaching of aeronautics.

Incident: Teacher went to this meeting and saw another teacher demonstrate how to do a unit on aeronautics. Meeting lasted until after six p.m. Teacher was bored and tired.

Result: Teacher didn't use the ideas that were presented. Teacher felt the meeting was an infringement on his time.

Should have: Kept meeting to one hour or shortened school day to compensate for meeting time.

C. Facilitates the Exchange of Ideas Concerning the Improvement of Learning Situations and the Solution of Common Problems.

Includes giving explanations and demonstrations that help teachers to understand the total program; aiding teachers in compiling and exchanging ideas. The following supervisors' reports are examples:

Effective

Setting: In this district, it was required that state and local government be taught in the eighth grade. Getting realistic materials was a severe problem.

Incident: Supervisor spotted a teacher with creative talent in this area and got her released to work on materials that others could use. Supervisor and this teacher went out to visit teachers to find out what they would like to have in the way of materials. Produced a textbook for this grade level.

Result: Teachers are using the book and commend it.

Why: Spotted teacher who had talents that could help others.

Ineffective

Setting: District was working on a counseling program. Supervisor met with a planning committee.

Incident: Supervisor was chairman of the committee and presented a plan of action to get the program started. Supervisor didn't take a vote but assumed that the group agreed with the plans presented. Each was to take the suggestions back to their individual school.

Result: Committee members reported back to their schools that this was what the supervisor said they had to do. Much unhappiness was the result, and the program bogged down.

Should have: Gone more slowly and let the teachers really have a voice in the decisions, not just discuss the plans.



D. Confers with Teachers to Help Analyze and Solve Classroom Problems.

Involves being a resource person for new ideas and ways of approaching problems; demonstrating and explaining specific procedures or techniques. The following incidents reported by a supervisor and a teacher are examples.

Effective

Setting: Eighth grade teacher who used very formal approach to the social studies program. Principal asked supervisor to observe in the room.

Incident: Supervisor went to room and observed lesson. After the class was dismissed, the teacher and supervisor discussed possibilities for minor changes in the room environment and for working in groups. Teacher said she had read articles about such programs but was concerned about what the principal would say if she tried something different. Supervisor assured her that it would be all right with the principal and helped her rearrange the room as a surprise for the students. The students were to evaluate the new arrangement. The supervisor brought the principal in to see the room and give his encouragement. The teacher got some pictures and filmstrips. The supervisor went to the library and got some other materials.

Result: Teacher continued to carry on in this manner. She asked principal for more help. The teacher grew so much and provided such a rich program that it was possible to send other teachers to observe her teaching.

Why: Gave teacher encouragement and helped provide materials to get her started on a different way of approaching social studies program.

Ineffective

Setting: A school the supervisor visits regularly.

Incident: Seventh grade teacher was showing a filmstrip on ways to use heat when the supervisor walked in for an observation period. When they came to a series of pictures on old stoves, the supervisor couldn't contain herself and took over and talked about old stoves for the rest of the class period.

Result: Teacher resented this action. He had another objective in mind for the lesson and felt the supervisor interfered with the lesson.

Should have: If the supervisor wanted to give a demonstration lesson, she should have arranged to do so in advance.

E. Recognizes and Considers Teachers' Readiness and Preference When Suggesting New Methods.

Recognizes and respects teacher readiness; takes time to become acquainted with both teacher and situation; gives constructive suggestions at appropriate times. The following reports from a supervisor and a teacher illustrate this sub-area:

Effective

Setting: Teacher had come from an eastern state and this was her first year of teaching in California. She was teaching a fifth grade. She asked for help with committee approach, indicated she was afraid to start.

Incident: The teacher and supervisor had a conference and the teacher asked the supervisor to come in when the children were there. The supervisor came to visit, and they were talking about the English migration to the United States. The teacher had youngsters read aloud from the text. This was about a month before Thanksgiving. Supervisor

suggested that they might consider making a mural. Supervisor was asked to come back at noon. The supervisor came back and had a conference with the teacher while they ate. The teacher said, "I think I could handle one committee but would go crazy with more." Supervisor called in art supervisor to help teacher get started on a mural.  
Result: Class made four beautiful large Thanksgiving murals. Since that time, the teacher has tried making paste maps, masks, etc. Does many things where she gets her hands dirty.  
Why: Specific help in answer to a teacher's problem. Teacher recognized need and was ready for help.

#### Ineffective

Setting: Building in which the supervisor visits every room once each week.  
Incident: Supervisor came into this sixth grade classroom on her weekly visit. The teacher was having trouble with the slow spelling group. The supervisor suggested she try using the Fernald system with these children.  
Result: Teacher unable to adapt this method to this group of children. She just got into a mess and had to withdraw from using it.  
Should have: Teacher wonders if he or the group wasn't ready for this technique. The supervisor should have given more help in adapting such a program to a particular group of children.

## II. Curriculum Materials

In this category are listed those activities that center around the provision of materials that stimulate the improvement of the instructional program.

A. Suggests New and Appropriate Instructional Materials and Carefully Explains or Demonstrates Ways to Use the Materials

Includes introducing new and suitable materials that meet specific instructional needs; explaining the use of various materials and upon occasions, demonstrating how the materials might be used in the classroom.

The following incidents from supervisors are illustrations:

Effective

Setting: Rural school that the supervisor visits on a regular schedule. She had noticed that the room environment was uninteresting.

Incident: On her next visit to this school, the supervisor brought along a colorful calendar and some pictures of an area these children were studying. The supervisor asked if she and the children might put these things up in the room.

Result: Teacher willing to try out the samples. Children brought more things for the room which helped to improve the environment.

Why: Gave teacher a start. The children responded to the more colorful room, and it was easier to get the teacher to see the importance of room environment.

Ineffective

Setting: Supervisor went into a classroom and delivered some new materials from the county office.

Incident: Supervisor came into room in a big rush and put the materials on a table. The supervisor called out to the teacher that she would be back later to show the teacher what to do with these things. The supervisor

didn't come back until several weeks later and then didn't mention these particular materials.

Result: Teacher kept waiting for supervisor to come back and when she didn't, finally forgot about the materials. The materials were put away in the closet, and she didn't find them until she cleaned out the closet at the end of the school year.

Should have: Supervisor should have made a definite appointment to see the teacher. She should not have left the materials until she could take the time to explain how to use them.

B. Helps Teachers Find Suitable Materials for Explicit Classroom Situations.

Consists of providing help to teachers concerning materials the teacher recognizes she needs; involves having a wide knowledge of materials and being particularly familiar with the materials available through local or county curriculum materials centers.

The following reports supplied by supervisors are examples:

Effective

Setting: A fourth grade room in a school where the supervisor visited on a regular schedule. The supervisor observed a reading lesson.

Incident: Supervisor and teacher had a conference later in the day. During the conference, the teacher mentioned that she had run out of material for her slow reading group. Supervisor went out to his car and got a copy of "Cowboy Sam". He brought it in to the teacher and asked if she had tried this book. He left a copy for her to look over at her leisure.

Result: Teacher ordered this material from the county library. She was able to get this group of children more interested in the reading program.

Why: Supervisor carried materials that might be of use to teachers for special curriculum problems. He helped this teacher when she needed it. He used the--have you tried this approach.

### Ineffective

Setting: Rural school that the supervisor visits on a regular schedule. She had observed that eighth grade man teacher was set on using only the eighth grade textbooks. The children who couldn't read them were practically left out of the classroom program.

Incident: The supervisor gathered together some suitable books related to the eighth grade social studies unit, and some arithmetic games. The supervisor took them out to this classroom.

Result: The teacher let the children take these books home and use them there but wouldn't let them read them during the school day. In arithmetic, he continued with a memorization and drill program.

Should have: Suggested that he go back to school and take some more training.

### C. Encourages Teachers to Make Visual and Manipulative Materials.

Involves making provisions for teachers to make visual and manipulative materials; includes providing time, samples, materials and instructions; consists of providing for the setting up of work centers and workshop meetings. Examples given by a teacher and a supervisor follow:

Effective

Setting: This school district was on double session. The supervisor set up a series of meetings for teachers. The meetings were scheduled so the teachers could attend during the session they were not in the classroom.

Incident: One of these meetings was focused on arithmetic, and this teacher attended. The supervisor had set up a display of arithmetic games, mimeographed seatwork, and examples of things other teachers were using. Materials were provided to make any or all of the items in the display. The teachers could choose which items they would like to make. The rest of the afternoon was devoted to making materials.

Result: The teacher made several things she took back and used in her own classroom.

Why: Provided time, materials, and a place to work.

Ineffective

Setting: A school that had a new principal. The supervisor decided to help him by arranging two displays of materials, one of arithmetic materials, and one of reading games.

Incident: Supervisor set up display of materials. Teachers looked and commented: "How interesting," and "Busy work for the supervisor."

Result: Teachers didn't make any of these materials.

Should have: Had a meeting to explain how to use these materials.

D. Provides Means Whereby Teachers May Share Materials.

Facilitates the sharing of materials by teachers, through grade level meetings and by providing secretarial services for reproducing materials. The following positive incident

given by a teacher illustrates this sub-area. No negative counterpart was given:

Effective

Setting: First grade teacher asked for help with what to tell parents who ask to help their children at home.

Incident: Supervisor asked other first grade teachers if this was a problem for them too. She received many yes replies. Supervisor started a list of suggestions and then had a group meeting of these first grade teachers. At the meeting, she asked them to share their ideas and develop the list further. The supervisor collected all their suggestions and had the list mimeographed. She sent a supply to each teacher who had attended the meeting and worked on the list.

Result: Teachers used lists again and again. Parents were pleased with the suggestions.

Why: Answered an immediate problem. Teachers shared in solving the problem.

III. Interpersonal Relations.

In this category are listed those activities that are essential for creating a working relationship that will be supportive to the improvement of the total teaching-learning situation.

A. Supports and Helps Teacher Feel Important and Secure.

Manner of working with teachers inspires feelings of confidence and security; gives suggestions in a positive and constructive way; shows respect for teachers and particularly in front of their students. The following teachers' reports are examples:



Effective

Setting: -Fifth grade teacher in her first year of teaching. Supervisor came to classroom on a scheduled visit.

Incident: Supervisor came in while teacher was teaching the students an Indian song. The supervisor saw that her coming in upset the teacher. The supervisor suggested that she was very interested in Indians and could she tell a story she knew about them. She told the story, and then went on with the music lesson. In a conference later, the supervisor, instead of ~~telling~~ the teacher that she wasn't teaching the music lesson very well, asked if there was something with which she could help. The supervisor made some suggestions that might make the teaching of music easier for the teacher.

Result: Teacher felt more secure and willing to try out the suggestions.

Why: The supervisor had insight into the situation and kept the teacher from being embarrassed.

Ineffective

Setting: A school that the supervisor visits regularly. She visits the rooms as she has time to do so.

Incident: Supervisor came into the room and looked at the handwriting on the blackboard. She turned to the teacher and said, "Where did you learn to write?" She did not wait for the teacher to answer but went on to criticize the way the letters were formed. The class sat and listened while this conversation went on. Then, the supervisor went out into the hall and asked the teacher to come out with her. She again berated the teacher and told her she would have to learn to write correctly. The teacher offered to print, but the supervisor said, "No, that is only for the primary grades."

Result: Made teacher very resentful and annoyed.

Should have: Supervisor should have used a different approach. She should not have treated the teacher like a naughty child.

B. Gives Recognition to Teachers.

Includes activities that involve aiding teachers in gaining recognition from other teachers and the school administration.

The following incidents supplied by teachers illustrate this sub-area:

Effective

Setting: A school building where the supervisor visits on a regular schedule. Each teacher signs up for the time and subject she wishes to have the supervisor observe.

Incident: The supervisor came into the room and observed the children writing independently. Some of the children were doing exceptionally well at writing creative stories. The supervisor stopped in to tell the principal how well she felt these children were doing. Principal in turn told the teacher.

Result: The teacher was greatly pleased by this and encouraged to have more of this type of lesson.

Why: The supervisor was willing to take time to tell the principal of the good things she saw in his school.

Ineffective

Setting: A school building where the supervisor works on a consulting basis. She only goes to rooms where teachers have invited her to come to help them.

Incident: The supervisor met a teacher who was new on the staff in the teachers' room. The supervisor asked, "Is there anything I can do to help you?" The teacher replied

that she guessed not. Thus the teacher did not have the supervisor visit in her room. Result: Teacher needed help but felt embarrassed to admit it in front of other teachers. The teacher did not get the help when she needed it. Should have: The supervisor should have talked to the new teacher when the more experienced teachers were not around.

C. Gives Teachers Feeling That Supervisor Is Human and Has Problems Too.

Is willing to admit having problems and not being able to answer all questions. The following incidents by teachers are illustrations:

Effective

Setting: This supervisor frequently joins teachers for lunch in the school cafeteria. Incident: One day when they were having lunch together, the teacher got around to discussing teaching experiences. The supervisor told a story of a boy in her room who had gone to sleep in class. She couldn't wake him so called the principal to help get him awake. The word got out that a teacher had killed a boy. A group of mothers dashed over to the school. The supervisor admitted she had never been so scared in her life. Result: The teacher feels supervisor is human and understanding so is willing to take problems to her. Why: The supervisor is willing to admit having had problems when she was teaching.

Ineffective

Setting: The supervisor in the district where this teacher works maintains office hours one day per week. Teachers are invited to drop in and discuss their problems with her.

Incident: The teacher went on his own to discuss a problem in learning with the supervisor. They discussed the problem and the teacher felt that the supervisor didn't know the answer to the problem but wouldn't admit it.

Result: The teacher felt frustrated. He didn't take another problem to this supervisor.

Should have: The supervisor should have been willing to admit she couldn't answer the question.

D. Gives Teachers An Opportunity To Participate in Making Decisions and Follows Their Suggestions.

Includes asking and encouraging teachers to express their opinions concerning materials, meetings, programs, etc., and respecting teachers' opinions when decisions are made.

The following teachers' reports are examples:

Effective

Setting: Supervisor had the responsibility for ordering special music materials.

Incident: The supervisor came to see teacher and asked for suggestions of materials she would like to have ordered. The teacher compiled a list and sent it to the supervisor. The supervisor reviewed the list and those that were within the budget limitations she ordered.

Result: The teacher was enthusiastic about being able to use the materials she wanted. The teacher has improved her music program.

Why: The materials were chosen to fit the needs of the teachers and, in turn, of the children.

Ineffective

Setting: The teacher was appointed by the principal to serve on a committee for developing an industrial arts guide for the

elementary schools in the district.

Incident: At one of the committee meetings the teachers were trying to decide on a standard measuring device for their drawings. The supervisor kept insisting that they eliminate this and use a unit of measure.

Result: Teachers rebelled against using the supervisor's ideas.

Should have: The supervisor should have been more subtle in making his suggestions.

E. Gives Freely of Own Time but Respects and Values Teachers' Time.

Gives help whenever needed and when necessary is willing to devote own time to help teachers. The following incidents supplied by a teacher and a supervisor illustrate this sub-area.

Effective

Setting: This teacher had many personal problems that had made the year very difficult for her. Her youngest child had been extremely ill, but she could not stay home to care for her as she was the sole support of the family.

Incident: The supervisor had been by the classroom to see this teacher and found that she was feeling very low. The next Sunday the supervisor called this teacher at her home and invited the teacher and her children to go for a ride with her.

Result: Getting out helped the teacher's morale, and she did a better job the next week. She felt the supervisor really cared what happened to her.

Why: The supervisor's help was casual but gave the teacher a lift when she needed it.

Ineffective

Setting: This supervisor was assigned to this building and visited for the first time. During the week, the supervisor visited all of the rooms and took notes on what items she disapproved of.

Incident: The supervisor called a general faculty meeting after school. All thirty-two teachers on the staff were required to attend. The supervisor proceeded to tell them what was wrong in the school. She did not mention specific rooms but did mention only poor or unsuccessful things.

Result: The teachers were annoyed at being kept after school for such a meeting. They didn't pay much attention to what she said. They were unreceptive to help from this supervisor.

Should have: The supervisor should have held individual conferences and offered to assist the teachers by getting materials or helping with lesson plans.

Working With Parents and Parent Groups.

In this category are listed those activities of the supervisor that are carried on with individual parents or groups of parents.

A. Arranges and Participates in Conferences with Individual Parents.

Includes participation in parent-teacher conferences to aid in the solution of problems concerning individual children. The following reports from a supervisor and a teacher are examples:

Effective

Setting: An elderly teacher teaching in a one room school. The son of the chairman of the Board of Trustees was a mentally retarded

child who dominated the classroom. The teacher was afraid to do anything about it:

Incident: The supervisor had a conference with the teacher concerning this child. The teacher said she would not do anything except give this child good marks as she was afraid of his father. The supervisor suggested that the county office give this child individual tests. The supervisor contacted the mother and got her permission for the testing. The supervisor got the guidance department to send a consultant out to talk to the child's family concerning the test results and the agencies that were available to help with their problems.

Result: Child was sent to a special school. Teacher was able to do a better job with the rest of the class.

Why: County office was able to act as a go-between trustees and teacher.

#### Ineffective

Setting: A school that the supervisor visits on a regular schedule.

Incident: While making a routine visit to the school, the supervisor caught one girl in the school cheating on an examination. The supervisor publicized it to her parents and the school staff. The girl had been a problem and was ready to leave school.

Result: The supervisor antagonized the staff.

Should have: The supervisor should have tried to help this girl.

#### B. Participates in Parent Group Meetings.

Consists of participating in parent group meetings to discuss the school program. The following incident by a teacher illustrates the positive aspect of this sub-area.

#### Effective

Setting: The supervisor was asked to speak at a P.T.A. meeting.

Incident: This teacher was in the audience. She heard the supervisor tell about how hard he had worked with a particular child to try to understand why this child did the things he did in school.

Result: Teacher could see a similar situation in her room and looked at this child differently after hearing this story.

Why: Pointed up the importance of respecting the dignity of each individual.

Table 3 presents the abstracted behaviors along with the derived categories. The behaviors that constitute each sub-area and area are tallied accordingly. A total of 438 behaviors were abstracted from the 363 incidents reported by the teacher and supervisor respondents. The largest number of behaviors, 236, or 54 percent of the total are to be found in Major Area I. Major Area III accounted for the next highest number of behaviors, 124, or 28 percent of the total. Major Area II accounted for 71 behaviors, or 16 percent of the total, and Major Area IV accounted for only 7 behaviors, or 2 percent of the total number of behaviors.

An analysis of the behaviors as reported by supervisors and teachers revealed little difference in the distribution by areas. In Areas I, II, and IV there is a relatively even distribution. Teachers did appear more concerned than supervisors in the area of interpersonal relations but not a significant difference for the number of respondents involved.



TABLE 3

SUMMARY OF BEHAVIORS ABSTRACTED FROM INCIDENTS REPORTED BY  
 FORTY SUPERVISORS AND FIFTY TEACHERS PARTICIPATING  
 IN THE STUDY

I. PROVIDING OPPORTUNITIES FOR ACQUIRING INSERVICE GROWTH

	Effective	S*	T*	Ineffective	S	T	TOTAL*
A.	<u>Arranges Observation Opportunities for Teachers to See Good Learning Situations</u>						
	Supervisor arranges opportunities for teacher to visit other classrooms and helps teacher focus her attention on specifics that will aid her.	4	3	Supervisor arranges opportunities for teacher to visit other classrooms but does not help the teacher prepare for or evaluate the visit.	3	0	10
	Total Sub-Area IA						10
B.	<u>Arranges Workshops and Displays to Present New Materials and Ways to Use Them</u>						
	Supervisor arranges workshops around particular curriculum areas in which teachers have requested help and involves teachers in the planning.	2	5	Supervisor holds workshop but does not involve teachers in the planning.	1	1	9

\* "S" refers to Supervisor, "T" refers to Teacher, and "TOTAL" refers to the total number of behaviors.

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
Supervisor prepares and sets up displays of visual aid materials and presents ways to adapt them to different situations.	1	0	Supervisor holds workshops but asks teachers to prepare special materials or presentations.	0	2	3
Supervisor provides opportunities and materials for teachers to make visual aid materials.	2	2	Supervisor holds workshops but does not provide materials nor allow time to make samples of the materials presented.	1	0	5
Total Sub-Area IB						
C. <u>Facilitates the Exchange of Ideas Concerning the Improvement of Learning Situations and the Solution of Common Problems.</u>						
Supervisor helps teachers gain comprehension of total program by giving clear explanations and demonstrations of what is going on at the different grade levels.	1	1	Supervisor holds grade level meetings but is not well prepared and confuses teachers.	1	2	5
Supervisor helps teachers compile their ideas and suggestions, and arranges for any clerical work needed to reproduce them.	3	0	Supervisor presents plans and expects the teachers to carry out her ideas.	1	2	6

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
Supervisor arranges opportunities for teachers to share their ideas and to work out solutions to common problems.	5	3	Supervisor arranges or attends teachers' meetings and presents what she feels that they should be doing.	4	0	12
Supervisor identifies teachers with exceptional talents and gets them released to produce materials for other teachers to use.	2	0				2
Total Sub-Area 10						
<b>D. <u>Confers With Teachers to Help Analyze and Solve Classroom Problems</u></b>						
Supervisor provides "specific" and "fresh" ideas and materials to get teachers started on different ways of approaching classroom situations.	12	15	Supervisor gives vague, trite, and academic suggestions to teachers.	13	11	51
Supervisor suggests several approaches to a problem and explains why she suggests these techniques, materials, or arrangements.	3	0	Supervisor suggests one way to approach a problem and fails to explain why she suggested this particular technique, material, or arrangement.	3	3	9
						6 9 1
						25

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
Supervisor works as a resource person to groups of teachers and provides specific instruction when requested.	2	2				4
Supervisor gives carefully prepared demonstration lessons and explains to teacher why she uses the procedure or technique she has demonstrated.	3	17	Supervisor gives demonstration lesson that is inappropriate or inconveniently timed, fails to help teacher evaluate the lesson or give suggestions as to how the teacher can follow through on the lesson.	10	13	43
						169
			Supervisor observes teacher teach but does not offer to teach a lesson herself.	0	3	3
			Total Sub-Area ID			110
E. <u>Recognizes and Considers Teachers' Readiness and Preferences When Suggesting New Methods.</u>						
Supervisor recognizes teacher readiness and offers definite suggestions a few at a time as is appropriate to each individual situation.	5	5	Supervisor fails to recognize teacher readiness and offers either inappropriate or too many suggestions at one time.	10	2	22

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
Supervisor aids teacher in clarifying what is her problem and what she can do to improve the situation.	9	5	Supervisor expects teacher to accept her solution and use it as <u>the</u> solution to a problem.	4	1	19
Supervisor becomes acquainted with the particular situation, group of students and teacher before suggesting possible solutions to a problem.	6	5	Supervisor makes suggestions without observing situation or becoming familiar with students and teacher involved.	1	3	15
			Supervisor observes teacher teach but does not take time to become really familiar with the situation or to make suitable constructive comments or suggestions.	0	3	3
Supervisor waits until an appropriate time and then makes constructive suggestions.	0	6	Supervisor makes comments at unsuitable times or places, such as during a class period.	0	8	14
			Total Sub-Area IE			73
			<u>Total Area I</u>			<u>236</u>

TABLE 3--Continued

II. CURRICULUM MATERIALS

	Effective	S	T	Ineffective	S	T	TOTAL
A. <u>Suggests New and Appropriate Instructional Materials and Carefully Explains or Demonstrates Ways to Use the Materials.</u>							
Supervisor provides suitable materials when needed and suggests several ways they could be used.	10	7	Supervisor provides suitable materials or fails to suggest ways to use them.	6	4		27
Supervisor introduces new materials to teachers and explains how they might be used.	6	5	Supervisor introduces new materials and insists that the teachers must use them.	3	0		14
Supervisor provides reference material to help teachers find answers to their own problems.	2	3					5
			Total Sub-Area IIA				46

TABLE 3--Continued

	S	T	Ineffective	S	T	TOTAL
<u>Effective</u>						
<u>B. Helps Teachers Find Suitable Materials for Explicit Classroom Situations.</u>						
Supervisor aids teacher in selecting materials that are suitable for a particular group's interests and abilities.	5	4	Supervisor provides material without considering teacher's opinion about it.	1	0	10
Supervisor aids teacher in providing material that individualizes instruction to meet the needs of an individual student.	0	2	Supervisor checks to see if teacher has covered specific material with all children in the class.	0	1	3
Supervisor provides teachers with bibliographies of helpful graded materials.	0	1				1
Total Sub-Area IIB						14

TABLE 3--Continued

	Effective	S	T	Ineffective	S	T	TOTAL
C. <u>Encourages Teachers to Make Visual and Manipulative Materials.</u>							
Supervisor arranges work-shop sessions, complete with samples and materials for making manipulative devices.	3	3	3	Supervisor sets up displays of materials but fails to provide directions or opportunities to make any of the materials.	1	0	7
Supervisor arranges to have maintenance department assist teachers in making audio-visual aids.	0	1	1				1
Supervisor provides samples of simple things to make accompanied with directions.	2	0	0				2
D. <u>Provides Means Whereby Teachers May Share Materials.</u>							
Supervisor encourages teachers to share materials and provides for having written materials duplicated and distributed.	1	0	0				1
				Total Sub-Area IIC			10
				Total Sub-Area IID			1
				<u>Total Area II</u>			<u>71</u>



TABLE 3--Continued

III. INTERPERSONAL RELATIONS

	S	T	Ineffective	S	T	TOTAL
<u>Effective</u>						
A. <u>Supports and Helps Teacher Feel Important and Secure.</u>						
Supervisor operates in a friendly manner that helps teacher to feel confident, secure, and willing to try out new ideas.	9	21	Supervisor tells teacher that everything she does is wrong, makes teacher feel discouraged, and unwilling to try any suggestions.	2	1	33
Supervisor gains teacher's confidence before trying to give specific suggestions.	5	4	Supervisor makes suggestions before fully understanding problem and teacher loses confidence when suggestions fail.	7	1	17
			Supervisor calls attention to teacher's mistake in front of students.	1	6	7
			Supervisor makes negative remarks to class and loses rapport with teacher.	2	3	5
			Supervisor makes classroom observation in such a manner that it upsets the classroom program.	0	6	6
			Total Sub-Area IIIA			68

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
<b>B. Gives Recognition to Teachers.</b>						
Supervisor helps teacher to gain recognition from the school administration.	2	1	Supervisor interferes between teacher and school administration.	6	1	10
Supervisor arranges opportunities for teacher to gain recognition from other teachers.	0	2	Supervisor embarrasses teacher by pointing out weaknesses in front of other teachers.	0	2	4
			Supervisor appears uninterested in what the teacher does.	0	3	3
			Supervisor shows interest in one group of teachers and leaves another group feeling left out.	0	2	2
Total Sub-Area IIIB						
<b>C. Gives Teachers Feeling That Supervisor Is Human and Has Problems Too.</b>						
Supervisor admits to having had problems when she was teaching, and that she doesn't know all the answers.	1	2	Supervisor unwilling to admit she couldn't answer a question.	0	2	5

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
Supervisor makes teachers feel that teachers and supervisors are peers.	0	2				2
			Total Sub-Area IIIC			7
D. Gives Teachers an Opportunity to Participate in Making Decisions and Follows Their Suggestions.						
Supervisors ask teachers for suggestions concerning materials to be ordered and, within the budget limitations, follow their suggestions.	0	1	Supervisor asks teachers' opinions, but does not respect their opinions when decisions are made.	1	0	2
Supervisor arranges meeting and then encourages teachers to work out program as they want it.	0	1	Supervisor arranges meeting but does not allow teachers to discuss what they feel are their problems.	1	3	5
			Total Sub-Area IIID			7

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
<u>E. Gives Freely of Own Time, but Respects and Values Teachers' Time.</u>						
Supervisor respects and values teachers' time.	2	0	Supervisor is inconsiderate in demands on teachers' time.	1	2	5
Supervisor is willing to give time beyond the "normal" working day.	2	2				4
Supervisor is willing to give help regardless of when needed and without any obligation on the part of the teacher.	3	4	Supervisor does not give help at the time it is needed.	1	6	14
			Total Sub-Area IIIIE			23
			Total Area III			124
			IV. WORKING WITH PARENTS AND PARENT GROUPS			
<u>A. Arranges and Participates in Conferences with Individual Parents.</u>						
Supervisor aids teacher in handling difficult parent-teacher conference in such a way that all look at problems in terms of what would benefit the child.	2	1	Supervisor interferes between parent and teacher.	2	1	6
			Total Sub-Area IVA			6

TABLE 3--Continued

Effective	S	T	Ineffective	S	T	TOTAL
<b>B. <u>Participates in Parent Group Meetings.</u></b>						
Supervisor aids both parents and teachers by speaking at P.T.A. meeting.	0	1				1
			Total Sub-Area IVB			1
			<u>Total Area IV</u>			7
TOTAL NUMBER OF BEHAVIORS REPORTED AREAS I, II, III, AND IV						
						<u>438</u>

Critical Competencies

The second question that this study attempted to answer was:

What are the critical competencies of supervisors, as perceived by supervisors and teachers?

The statements of critical competencies of general elementary curriculum supervisors were inductively developed from the related effective and ineffective behaviors (see Table 3). Behaviors were considered "critical" when the type of behavior was reported in both its positive and negative aspects by respondents from the same group. All cases were accepted.

The statements of critical competencies of the general elementary curriculum supervisor are presented along with an indication of which respondent group perceived it to be critical. As an example, the statement, "Makes provision for teacher to visit other classrooms and helps her evaluate what she observes," was perceived to be a critical behavior by supervisors but not by teachers. The total list of perceptions of competencies reported by respondents are similarly presented.

Statement of Critical Competencies of the Supervisor

S   T \*

I. PROVIDING OPPORTUNITIES FOR ACQUIRING INSERVICE GROWTH

- |  |   |   |
|--|---|---|
| 1. Makes provision for teacher to visit other classrooms and helps her evaluate what she observes.   | X |   |
| 2. Arranges for and conducts workshops about various curriculum areas, involves teachers in the planning.  | X | X |
| 3. Provides both the instructions and materials for making visual aid materials.   | X |   |
| 4. Holds grade level meetings at which clear explanations and demonstrations are given to the teachers.  | X | X |
| 5. Helps a group of teachers compile and duplicate copies of their ideas and suggestions.  | X |   |
| 6. Arranges opportunities for teachers to get together to share ideas and discuss mutual problems.   | X |   |
| 7. Provides new ideas and ways of approaching problems.  | X | X |
| 8. When helping a teacher to solve an instructional problem, suggests several approaches and explains why she suggests these certain techniques, materials, or arrangements. | X |   |
| 9. Gives carefully prepared demonstration lessons illustrating techniques of help to teacher and explains why she used specific techniques.                                  | X | X |

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\* "S" refers to Supervisors, "T" refers to Teachers.

	<u>S</u>	<u>T</u>
10. Makes certain that teacher is ready for suggestions and then makes only a few at a time as is appropriate to the individual situation.	X	X
11. Listens to teacher's problems and tries to aid her in clarifying what is her problem and what she can do to improve the situation.	X	X
12. Takes time to observe and become acquainted with teacher, students, and situation before offering possible solutions to a problem.	X	X
13. Waits until an appropriate time to make suggestions.		X
II. CURRICULUM MATERIALS		
14. Provides and shows ways to use instructional materials suitable for particular situation.	X	X
15. Introduces and demonstrates the use of new instructional materials without insisting they be used.	X	
16. Provides direct assistance in the selection of materials suitable for a particular group of students.	X	X
III. INTERPERSONAL RELATIONS		
17. Offers assistance in a friendly manner.	X	X
18. Gains teacher's confidence before giving specific suggestions.	X	X
19. Helps teacher gain recognition from school administration for a specific accomplishment.	X	X
20. Arranges an assignment for teacher to gain recognition from other teachers for a particular skill.		X



	<u>S</u>	<u>T</u>
21. When faced with an explicit problem and doesn't know the answer is willing to admit it.		X
22. Arranges a meeting of teachers so they may discuss what they feel are their problems.		X
23. Gives help whenever needed and when necessary is willing to devote own time to help teachers.		X

IV. WORKING WITH PARENTS AND PARENT GROUPS

24. Confers with both parent and teacher to help solve the problem of a child.	X	X
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Of the total of twenty-four competencies, fourteen were perceived critical by both supervisors and teachers. Of the remaining ten competencies, supervisors perceived six of them critical, while teachers perceived four of them critical.

Comparison of the Perceptions of Critical Competencies by Each Respondent Group

An additional question, related to the critical competencies of the supervisor, which this study attempted to answer was:

Is there a significant difference in the perception of the critical competencies of the supervisor as it is reported by each respondent group?

In connection with the above question, the following null hypothesis was proposed:

The perceived critical competencies of the supervisor do not vary significantly as perceived by supervisors, and as perceived by teachers.

In order to compile the information needed to answer this question and to test the proposed hypothesis, it was necessary to return to the Unisort Analysis Cards to make a tabulation of the number of teachers and supervisors reporting in each area in contrast to the number of behaviors as was tabulated in Table 3. This step was required because when the data are statistically analyzed, the number of respondents rather than the number of responses is needed. This is to prevent having the responses of one respondent unduly influence the findings. A summary of the number of teachers and supervisors reporting behaviors in each of the major areas and sub-areas is reported in Table 4.

The perceptions of teachers and supervisors in each major area and sub-area were compared to determine whether or not the respondent groups varied significantly in their perceptions of the competencies reported.

The material developed in Table 4 was used to make these comparisons. The data were tested in order to determine the significance of the data with regard to the question of the probability of chance occurrence.

TABLE 4

NUMBER OF TEACHERS AND SUPERVISORS REPORTING BEHAVIORS  
IN MAJOR AREAS I, II, III, AND IV AND IN  
THE CORRESPONDING SUB-AREAS

Area	Number of Teachers Reporting (N=50)	% of All Teachers	Number of Supervisors Reporting (N=40)	% of All Supervisors
I	49	98	37	93
IA	2	4	7	18
IB	8	16	6	15
IC	7	14	12	30
ID	38	76	29	73
IE	27	54	17	43
II	24	48	24	60
IIA	14	28	16	40
IIB	8	16	6	15
IIC	4	8	5	13
IID	0	0	1	3
III	38	76	27	68
IIIA	25	50	20	50
IIIB	10	20	6	15
IIIC	4	8	2	5
IIID	4	8	2	5
IIIE	10	20	7	18
IV	2	4	2	5
IVA	2	4	1	3
IVB	1	2	0	0

The information about the respondents for each area and sub-area was set up in the following form:

	R	NR	Totals
Supervisors	A	B	A + B
Teachers	C	D	C + D
Totals	A + C	B + D	N

R = number reporting behaviors in this area

NR = number not reporting behaviors in this area

N = total number participating in the study

A+B= total number of supervisors participating

C+D= total number of teachers participating

The first step was to figure the smallest expected cell frequency that would be expected in each problem. The smallest expected cell frequency is found by multiplying the two smallest marginal totals, and dividing the product by N -- the total number participating in the study.

In the cases where the smallest expected cell frequency was five or greater, the data were tested by the chi-square test. The following formula was used:

$$\chi^2 = N \frac{(AD-BC) - \frac{N}{2}}{(A+B)(C+D)(B+D)(A+C)}^2$$

This is the formula for chi-square with Yates correction for continuity incorporated. The equation was solved to find the value of chi-square.

Before being able to turn to a chi-square table to interpret the value of chi-square, one additional operation needed to be performed. As tables of chi-square values are set up for various "degrees of freedom" and each chi-square calculated must be looked up under the proper "degree of freedom" if the right conclusion is to be drawn from it, it was necessary to calculate the degree of freedom for each problem involved. The formula is:

$$df = (c-1) (r-1)$$

df = degrees of freedom

c = the number of columns in which the data are tabulated

r = the number of rows in which the data are tabulated.

A table of chi-square values was then consulted to obtain "P". "P" refers to the probability that the obtained chi-square is significant. From the table, an approximate value of "P" was obtained, (e.g.,  $.80 > P > .70$ ). .05 was selected as the level of significance at which to accept or reject "P". Thus, if "P" was greater than .05, the null hypothesis was accepted.

Since chi-square values are distorted when the frequency in any cell or on any step of a distribution is less than five, chi-square was not used in the cases where the expected smallest cell frequency was found to be less than five. In these cases, Fisher's formula for exact

probability was used. The formula is:

$$P = \frac{(A+B)! (C+D)! (A+C)! (B+D)!}{N! A! B! C! D!}$$

Each equation was solved by using the logarithms of the factorial numbers involved to perform the arithmetical processes, and then finding the number corresponding to the logarithm answer. This gave the value of "P" or the degree to which chance alone could have accounted for this particular result of the study. In cases where the value of "P" was found to be less than .05, each problem was figured two additional times. The value of the smallest cell was lowered by one, and the other cells were adjusted accordingly, while keeping the marginal totals constant. The values of  $p_1$ ,  $p_2$ , and  $p_3$  were added together to give the overall value of "P" (one-tailed test). Then since no direction was predicted in the statement of the hypothesis, a two-tailed test was required, and the value of "P" was doubled. If "P" was found to be greater than .05, the null hypothesis was accepted.<sup>1</sup>

The data presented in Table 4 for the four major areas and the sixteen sub-areas were tested in the manner that has been described above. In all cases, it was found that the value of "P" was greater than .05. Thus it is

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<sup>1</sup>Quinn McNemar, Psychological Statistics, New York: John Wiley and Sons, Inc., 2nd Ed., 1955. Chapter 13, pp. 212-242.

necessary to accept the null hypothesis, pertaining to the perception of critical competencies by teachers and supervisors, for all areas of this study.

According to the findings of this study, there is not a significant difference in the perception of critical competencies of the supervisor as it is reported by each respondent group.

Relationship Between the Perceived Critical Competencies and the Educational Background of the Respondents

The third question that this study attempted to answer was:

What relationships exist between the perceived critical competencies of the supervisor and the educational background of the respondent?

In connection with the above question, the following null hypothesis was proposed:

The perceived critical competencies of the supervisor do not vary significantly with the educational background of the respondent.

In order to compile the information needed to answer this question and, in the process, to test the proposed hypothesis, it was necessary to return to the Unisort Analysis Cards to make additional tabulations. The data concerning the educational background of each respondent that had been collected as a part of the interview procedure had been coded onto each card. Each respondent

group was divided into two groups. Group 1 consisted of those respondents whose amount of training ranged from the holding of a California general elementary teaching credential without a degree up through those holding the credential and having an A.B. degree and thirty semester units beyond the degree. Group 2 consisted of those respondents whose amount of training included the holding of the California general elementary teaching credential with an A.B. degree and over thirty semester units beyond the degree.

Separate tabulations were made of the number of teachers and supervisors in group 1 and in group 2 who reported behaviors in each area and sub-area. Care was taken to be certain that a respondent was counted only once in each area and sub-area regardless of the number of behaviors the individual had reported in that area or sub-area. A summary of the educational background of the teachers reporting behaviors in the major areas and corresponding sub-areas is reported in Table 5. A summary of the same information about the supervisors is reported in Table 6.

The perceptions of teachers in educational background group 1 and educational background group 2 were compared to determine whether or not the groups varied significantly in their perception of the particular area or sub-area. The perceptions of supervisors in groups



TABLE 5

EDUCATIONAL BACKGROUND OF TEACHERS REPORTING BEHAVIORS  
IN MAJOR AREAS I, II, III, AND IV AND IN  
THE CORRESPONDING SUB-AREAS

Area	Number of Teachers With California Credential, no De- gree to A.B. Plus 30 units	%	Number of Teachers With California Credential, A.B. Degree and Over 30 units	%
	(N=27)		(N=23)	
I	26	96	23	100
IA	1	4	1	4
IB	6	22	2	9
IC	3	11	4	17
ID	20	74	18	78
IE	15	56	12	52
II	16	59	8	35
IIA	10	37	4	17
IIB	5	19	3	13
IIC	2	7	2	9
IID	0	0	0	0
III	19	70	19	83
IIIA	15	56	10	43
IIIB	3	11	7	30
IIIC	2	7	2	9
IIID	1	4	3	13
IIIE	6	22	4	17
IV	2	7	0	0
IVA	1	4	0	0
IVB	1	4	0	0

TABLE 6

EDUCATIONAL BACKGROUND OF SUPERVISORS REPORTING BEHAVIORS  
IN MAJOR AREAS I, II, III, AND IV AND IN  
THE CORRESPONDING SUB-AREAS

Area	Number of Super- visors With Cal- ifornia Credential, No Degree to A.B. Plus 30 Units (N=5)	%	Number of Super- visors with Cal- ifornia Credential, A.B. Degree and Over 30 Units (N=35)	%
I	5	100	32	91
IA	0	0	7	20
IB	0	0	6	17
IC	0	0	12	34
ID	4	80	25	71
IE	3	60	4	11
II	3	60	21	60
IIA	3	60	13	37
IIB	0	0	6	17
IIC	0	0	5	14
IID	0	0	1	3
III	4	80	23	66
IIIA	4	80	16	46
IIIB	1	20	5	14
IIIC	1	20	1	3
IIID	0	0	2	6
IIIE	1	20	6	17
IV	1	20	1	3
IVA	1	20	0	0
IVB	0	0	0	0

1 and 2 were compared for the same purpose. The material developed in Tables 5 and 6 was used to make these comparisons. The data were tested in order to determine the significance of the data with regard to the question of the probability of chance occurrence.

The figures for each respondent group were set up in the following format:

		<u>Teachers</u>		
		R	NR	Totals
Group 1		A	B	A+B
Group 2		C	D	C+D
	Totals	A+C	B+D	N

R = number of teachers reporting behaviors in this area

NR = number of teachers not reporting behaviors in this area

A+B = total number of teachers in Group 1

C+D = total number of teachers in Group 2

N = total number of teachers participating in the study

		<u>Supervisors</u>		
		R	NR	Totals
Group 1		A	B	A+B
Group 2		C	D	C+D
	Totals	A+C	B+D	N

R = number of supervisors reporting behaviors  
in this area

NR = number of supervisors not reporting behaviors  
in this area

A+B = total number of supervisors in Group 1

C+D = total number of supervisors in Group 2

N = total number of supervisors participating  
in the study

The data presented in Tables 5 and 6 were tested for all major areas and sub-areas. The same statistical procedures and formulas as were used for the previous question were employed. They are explained on pages 85-87.

In the comparisons of the perceptions of teachers and the relationship to their educational background, the only area for which the value of "P" was found to be less than .05 was major Area I. The value of "P" for Area I was .01. Thus, Area I is the only area of those tested where the null hypothesis could be rejected. The perceptions reported by teachers who were classified in Group 2, (teachers who had a California Credential, an A.B. degree and over 30 graduate semester units of course work), indicated they were significantly more concerned with "Providing Opportunities for Acquiring Inservice Growth" than were the group of teachers who had less training.

In the comparisons for supervisors, in all cases, it was found that the value of "P" was greater than .05. It

was necessary to retain the null hypothesis, pertaining to the educational background of the respondent, for all areas as far as the supervisors were concerned.

According to the findings of this study, there is little, if any, observed relationship between the perceived critical requirements of the supervisor and the educational background of the respondents. Although the "p" value for the test in Major Area I was clearly statistically significant, the results should be accepted with reservations. The sub-areas of Major Area I were each tested individually, and none of these sub-areas produced significant results.

Relationship Between the Perceived Critical Competencies  
and the Amount of Contact the Respondent  
Has Had With Supervisors

The fourth question that this study attempted to answer was:

What relationships exist between the perceived critical competencies of the supervisor and the amount of contact the respondent has had with supervisors?

In connection with this question, the following null hypothesis was proposed:

The perceived critical competencies of the supervisor do not vary significantly with the amount of contact the respondent has had with supervisors.

The data concerning the amount of contact each teacher respondent had had with supervisors had been collected as a part of the interview procedure. Those who reported they had had contact with one to five supervisors were listed in group 1, and those who had had contact with six or more supervisors were listed in group 2. This information about the respondent was noted on the appropriate Unisort Analysis Cards. A tabulation was made of the number of teachers in group 1 and the number of teachers in group 2 who reported behaviors in each area and sub-area. A teacher was counted only once for each area or sub-area no matter how many behaviors the individual had reported in that category. A summary of the amount of contact with supervisors of the teachers reporting behaviors in the major areas and corresponding sub-areas is presented in Table 7.

The perceptions of teachers in supervisor contact group 1 and supervisor contact group 2 were compared to determine whether or not the groups varied significantly in their perception of the specific area or sub-area. The material compiled in Table 7 was used to make these comparisons. The data were tested to determine the significance of the data with regard to the question of the probability of chance occurrence.

TABLE 7

AMOUNT OF CONTACT WITH SUPERVISORS OF THE TEACHERS REPORTING BEHAVIORS IN MAJOR AREAS I, II, III, AND IV AND IN THE CORRESPONDING SUB-AREAS

Area	Number of Teachers Who Had Contact With 1-5 Supervisors (N=16)	%	Number of Teachers Who Had Contact With 6 or More Supervisors (N=34)	%
I	15	94	34	100
IA	1	6	1	3
IB	4	25	4	12
IC	3	19	4	12
ID	11	69	27	79
IE	8	50	19	56
II	9	56	15	44
IIA	5	31	9	26
IIB	2	13	6	18
IIC	2	13	2	6
IID	0	0	0	0
III	13	81	25	74
IIIA	8	50	17	50
IIIB	1	6	9	26
IIIC	2	13	2	6
IIID	2	13	2	6
IIIE	4	25	6	26
IV	1	6	1	3
IVA	0	0	1	3
IVB	1	6	0	0

The figures about each group of teachers were set up in the following manner:

	R	NR	Totals
Group 1	A	B	A+B
Group 2	C	D	C+D
Totals	A+C	B+D	N

R = number of teachers reporting behaviors in this area

NR = number of teachers not reporting behaviors in this area

A+B = total number of teachers in Group 1

C+D = total number of teachers in Group 2

N = total number of teachers participating in the study

The data reported in Table 7 were tested for all major areas and sub-areas. The statistical procedures described on pages 85-87 of the study were used to make this analysis. In every test, it was found that the value of "P" exceeded .05. This made it mandatory to retain the null hypothesis, with reference to the amount of contact teachers had had with supervisors, for all areas and sub-areas listed in the study.

According to the findings of the study, there is no observed relationship between the teachers' perceived critical competencies of the supervisor and the amount of contact the teacher has had with supervisors.



Relationship Between the Perceived Critical Competencies  
and the Respondent's Orientation Toward Children

The last question that this study attempted to answer was:

What relationships exist between the perceived critical competencies of the supervisor and the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory?

The null hypothesis proposed in connection with this question was:

The perceived critical competencies of the supervisor do not vary significantly with the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory.

As one of the steps in the interview procedure, the interviewer gave each respondent a stamped and addressed envelope which contained a copy of the Minnesota Teacher Attitude Inventory and an answer sheet for the test. This test was to be completed at the respondent's leisure and mailed back to the interviewer. Sixty-six (or seventy-three percent), of the respondents completed and returned the Minnesota Teacher Attitude Inventory answer sheets. Thirty of the forty supervisor respondents (seventy-five percent), and thirty-six of the fifty teacher respondents (seventy-three percent) returned the tests. Each envelope and each answer sheet was coded with an interview number. When the tests were returned and

scored, the scores were recorded on the appropriate Uni-sort Analysis Cards. The scores ranged from a plus one hundred and nineteen to a minus five. The median score was seventy-four and five tenths. On this basis, each respondent group was divided into two groups. The "high" group comprised those whose Minnesota Teacher Attitude Inventory scores were a plus seventy-five or higher, and the "low" group comprised those whose scores were below plus seventy-five. Separate tabulations were made of the number of teachers and supervisors in each group who reported behaviors in each area and sub-area. Each respondent who had completed the test was counted only once in each area or sub-area even though they may have reported a number of behaviors that were classified in that category. A summary of the distribution of Minnesota Teacher Attitude Inventory scores of the teachers reporting behaviors in the major areas and corresponding sub-areas is presented in Table 8. A summary of the same information about the supervisors is presented in Table 9.

The perceptions of teachers in the "high" group and the "low" group were compared to determine whether or not the groups varied significantly in their perceptions of the area or sub-area. The perceptions of supervisors in the "high" and "low" groups were compared for the same purpose. The material compiled in Tables 8 and 9 was used

TABLE 8

DISTRIBUTION OF MINNESOTA TEACHER ATTITUDE INVENTORY SCORES  
OF TEACHERS REPORTING BEHAVIORS IN MAJOR AREAS I, II,  
III, AND IV AND IN THE CORRESPONDING SUB-AREAS

Area	Number of Teachers With Scores Above +75 (N=13)	%	Number of Teachers With Scores Below +75 (N=23)	%
I	12	92	23	100
IA	1	8	1	4
IB	2	15	4	17
IC	0	0	5	22
ID	9	69	19	83
IE	9	69	11	48
II	9	69	11	48
IIA	5	38	7	30
IIB	3	23	3	13
IIC	2	15	1	4
IID	0	0	0	0
III	8	62	18	78
IIIA	7	54	12	52
IIIB	1	8	5	22
IIIC	2	15	1	4
IIID	2	15	2	9
IIIE	1	8	7	30
IV	1	8	1	4
IVA	0	0	2	9
IVB	1	8	0	0

TABLE 9

DISTRIBUTION OF MINNESOTA TEACHER ATTITUDE INVENTORY SCORES  
OF SUPERVISORS REPORTING BEHAVIORS IN MAJOR AREAS I, II,  
III, AND IV AND IN THE CORRESPONDING SUB-AREAS

Area	Number of Super- visors With Scores Above +75 (N=20)	%	Number of Super- visors With Scores Below +75 (N=10)	%
I	19	95	9	90
IA	3	15	0	0
IB	3	15	3	30
IC	8	40	2	20
ID	17	85	7	70
IE	8	40	3	30
II	15	75	5	50
IIA	10	50	3	30
IIB	4	20	1	10
IIC	3	15	1	10
IID	1	5	0	0
III	14	70	6	60
IIIA	13	65	5	50
IIIB	3	15	2	20
IIIC	1	5	0	0
IIID	1	5	1	10
IIIE	3	15	1	10
IV	0	0	0	0
IVA	0	0	0	0
IVB	0	0	0	0

to make these comparisons. The data were tested in order to determine the significance of the data with regard to the question of the probability of chance occurrence.

The figures for each respondent group were set up in the following format:

Teachers

	R	NR	Totals
High Group	A	B	A+B
Low Group	C	D	C+D
Totals	A+C	B+D	N

R = number of teachers reporting behaviors in this area and who returned M.T.A.I. tests

NR = number of teachers not reporting behaviors in this area but who returned M.T.A.I. tests

A+B = total number of teachers in High group

C+D = total number of teachers in Low group

N = total number of teachers who returned M.T.A.I. tests

Supervisors

	R	NR	Totals
High Group	A	B	A+B
Low Group	C	D	C+D
Totals	A+C	B+D	N

R = number of supervisors reporting behaviors in this area and who returned M.T.A.I. tests

NR = number of supervisors not reporting behaviors in this area but who returned M.T.A.I. tests

A+B = total number of supervisors in High Group

C+D = total number of supervisors in Low group

N = total number of supervisors who returned  
M.T.A.I. tests.

The data reported in Tables 8 and 9 were tested for all major areas and sub-areas. The statistical procedures explained on pages 85-87 of the study were used to make up these tests. In every case, it was found that the value of "P" exceeded .05. Upon the basis of these results, the researcher retained the null hypothesis, pertaining to the respondent's orientation toward children, for all areas and sub-areas listed in the study.

According to the findings of the study, there is no observed relationship between the perceived critical competencies of the supervisor and the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS  
FOR FURTHER RESEARCH

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

#### Summary

The purpose of the study was to define inductively and to clarify the nature of the competencies of the supervisor, as perceived by elementary school teachers and supervisors, which are deemed critical for effective supervision in the public schools.

It was pointed out that the schools of the nation are faced with a number of major problems including: a tremendous increase in the number of school age children, a critical shortage of adequately trained teachers, and increasing competition for the tax dollar. These factors make it imperative that the problems pertaining to the achievement of increasing the effectiveness of democratic supervisory practices be treated realistically. It was acknowledged that the principal should be the instructional leader of the school. The supervisor may assist the principal in fulfilling this responsibility. A review of the current literature revealed few research studies concerned with the problems of supervision. The available material lacked specificity. In view of this situation, it appeared that it would be valuable to clarify the competencies needed by supervisors.



It was recognized that since many groups of people are involved in judging the effectiveness of the supervisor, a complete statement of the competencies needed by supervisors would include the perceptions of all groups. The present study attempted to make a contribution toward the compilation of a complete operational statement of the competencies needed by the supervisor by identifying the perceptions of two categories of respondents, teachers and supervisors. It was felt that knowing something about how teachers perceive the function of supervision and the relationship of their perceptions to those of supervisors would be helpful to supervisors in improving their effectiveness. This type of information would be useful for improving the preparation of supervisors.

A few variables that might be related to how an individual perceives the function of supervision were selected for investigation. Specifically the study attempted to answer the following questions: (1) Is there a significant difference in the perceptions of critical competencies by each respondent group? (2) What relationships exist between the perceptions of critical competencies and the educational background of the respondent? (3) What relationships exist between the perceptions of critical competencies and the amount of contact the respondent has had with supervisors? (4) What relationships

exist between the perceptions of critical competencies and the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory?

In order to accomplish the objectives of the study, it was necessary to select a research method that would provide a collection of direct observations of human behavior in such a form that they could be analyzed and used in the formulation of the critical competencies of the supervisor as perceived by teachers and supervisors. The critical incident technique seemed to come the closest to meeting the requirements of the study and therefore was selected as the research tool. A major limitation of the technique is the lack of inclusion of a means for selecting respondents with relatively common educational frames of references. This study attempted to compensate for this limitation by incorporating the use of the Minnesota Teacher Attitude Inventory.

The respondents in the study were forty elementary supervisors and fifty elementary teachers, all of whom were personally interviewed by the researcher. The supervisors were selected from general curriculum supervisors who were members of the Bay Section California Association for Supervision and Curriculum Development. The teacher respondents, to avoid identification with a particular school district and supervisory staff, were selected from

the students attending summer session education classes at San Jose State College, San Francisco State College, Stanford University, and the University of California during 1955 and 1956. It was required that each teacher respondent hold a regular general elementary California teaching credential, have had a minimum of one year of teaching experience in a California elementary school and have had contact with at least one elementary general curriculum supervisor.

Raw data of two types were gathered and recorded: descriptive information on the respondent and descriptions of behavior. Each respondent was asked to give: (1) his current professional position--teacher or supervisor, (2) the county in which he was employed, and (3) the amount of training he had had. Each teacher respondent was asked to indicate the number of supervisors with whom he had had contact. In addition, each respondent was asked to take a copy of the Minnesota Teacher Attitude Inventory and return it completed to the researcher.

In order to obtain descriptions of behavior, each teacher respondent was asked to describe two specific acts that they had observed a supervisor doing recently that in their judgment resulted in improving their instructional practices. Each teacher was asked to give two recent examples of supervisory procedures that either had made their teaching poorer or had no effect at all

upon it. Each supervisor was asked to respond to the same questions but in their case it could be either procedures they had used themselves or ones they had observed other supervisors practicing.

From the ninety interviews, 363 incidents were obtained, 170 from supervisors, and 193 from teachers. The following four major areas of activity were derived from the behaviors as constituting the critical areas of the work of the elementary general curriculum supervisor:

- I. PROVIDING OPPORTUNITIES FOR ACQUIRING INSERVICE GROWTH
- II. CURRICULUM MATERIALS
- III. INTERPERSONAL RELATIONS
- IV. WORKING WITH PARENTS AND PARENT GROUPS

A total of 438 behaviors was abstracted from the 363 incidents. The largest number of behaviors, 236, or 54 percent of the total, are to be found in Area I. Major Area III accounted for the next highest number of behaviors, 124, or 28 percent of the total. Major Area II accounted for 71 behaviors, or 16 percent of the total, and Major Area IV accounted for only 7 behaviors, or 2 percent of the total number of behaviors. An analysis of the behaviors as reported by supervisors and teachers revealed little difference in the distribution by respondent groups.

Further analysis of the incidents through a process known as category formulation inductively developed statements of critical competencies from the related "effective" and "ineffective" behaviors. Behaviors were considered "critical" when the type of behavior was reported in both its positive and negative aspects by respondents from the same group. These statements represent the critical competencies of the elementary general curriculum supervisor as perceived by the teacher and supervisor respondents of this study.

The following is the list of critical competencies of the elementary general curriculum supervisor as perceived by both teachers and supervisors:

1. Arranges for and conducts workshops about various curriculum areas, involves teachers in the planning.
2. Holds grade level meetings at which clear explanations and demonstrations are given to the teachers.
3. Provides new ideas and ways of approaching problems.
4. Gives carefully prepared demonstration lessons illustrating techniques of help to teacher and explains why she used specific techniques.
5. Makes certain that the teacher is ready for suggestions and then makes only a few at a time as is appropriate to the individual situation.

6. Listens to teacher's problems and tries to aid her in clarifying what is her problem and what she can do to improve the situation.
7. Takes time to observe and become acquainted with teacher, and situation before offering possible solutions to a problem.
8. Provides and shows ways to use instructional materials suitable for particular situation.
9. Provides direct assistance in the selection of materials suitable for a particular group of students.
10. Offers assistance in a friendly manner.
11. Gains teacher's confidence before giving specific suggestions.
12. Helps teacher gain recognition from school administration for a specific accomplishment.
13. Gives help whenever needed and when necessary is willing to devote own time to help teachers.
14. Confers with both parent and teacher to help solve the problem of a child.

The following is the list of critical competencies of the elementary general curriculum supervisor as perceived by supervisors:

1. Makes provisions for teacher to visit other classrooms and helps her evaluate what she observes.
2. Provides both the instructions and materials for making visual aid materials.
3. Helps a group of teachers compile and duplicate copies of their ideas and suggestions.
4. Arranges opportunities for teachers to get together to share ideas and discuss mutual problems.

5. When helping a teacher to solve an instructional problem, suggests several approaches and explains why she suggests these certain techniques, materials, or arrangements.
6. Introduces and demonstrates the use of new instructional materials without insisting they be used.

The following is the list of critical competencies of the elementary general curriculum supervisor as perceived by teachers:

1. Waits until an appropriate time to make suggestions.
2. Arranges an assignment for teacher to gain recognition from other teachers for a particular skill.
3. When faced with an explicit problem and doesn't know the answer is willing to admit it.
4. Arranges a meeting of teachers so they may discuss what they feel are their problems.

It should be remembered that these statements of critical competencies were derived from teachers' and supervisors' perceptions of what they had actually experienced.

The perceptions of teachers and supervisors were compared, and it was found that there is not a significant difference between the perceptions of critical competencies of the elementary general curriculum supervisor as reported by each group of respondents who participated in the study.

Other comparisons were made using the descriptive information about the respondents to determine if there were any relationships between these variables and the critical competencies. A probability value of .05 or less was defined as denoting statistical significance. Against this criterion, only one statistically significant difference was observed. The perceptions of teachers who had a California credential, an A.B. degree and over 30 graduate semester units of course work, indicated they were significantly more concerned with "Providing Opportunities for Acquiring Inservice Growth" than were the group of teachers who had less training. This result should be accepted with reservations, as when the sub-areas of this major area were tested individually, no significant results were found.

According to the findings, there is little if any observed relationship with the educational background of the respondents, and no observed relationship with the amount of contact the teacher has had with supervisors, or the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory.

#### Limitations of the Study

The study attempted to identify perceptions of supervisory success of only two reference groups, teachers and supervisors. In considering the critical com-



petencies, it should be kept in mind that supervisors and teachers are not the only people involved in judging the effectiveness of supervision. The results of the study can be accepted only if the reader is willing to accept the judgments of the respondents interviewed in this study.

It was recognized that the respondents might display different intensities of feeling toward the particular behaviors they reported, but it was assumed that present psychological knowledge was insufficient to accurately differentiate or measure the amount of these differences in intensity of feeling.

No attempt was made in the study to ask for an evaluation of the practices against an ideal situation in which the roles of (1) the building principal and (2) the supervisory staff working out of the Central Office had been considered jointly in relation to each other. This study needs to be followed by research which would start with such a shared role stated as the hypotheses to be tested.

The subjective elements in using the critical incident technique as a research tool must be recognized. The researcher's perceptions, prejudices, frame of reference, and partiality for specific behaviors have entered into the analysis and categorization of the incidents

to an unknown degree. Although a jury checked the category formulation process, the results might have been somewhat different had they been compiled by another individual. Language facility also limited the total process of developing the critical competencies.

It was acknowledged that of the incidents reported, some behaviors might have a greater effect on teachers' instructional practices than others. However, since it was not the intention of the study to analyze the critical competencies according to the degree of effectiveness of relative order of criticalness, no attempt has been made to so order them. Likewise, the researcher has made no attempt to evaluate or criticize the judgments of the respondents regarding the desirability of the reported supervisory practices. This was considered beyond the scope of the present study.

Localization of the respondents to those mainly from one section of a state may have given a regional approach to the critical competencies that a broader representation would overcome. Also, restricting the teacher respondents to summer school students may reflect different perceptions than would have come from a group who were not receptive to taking additional training.

In addition to the variables controlled, other variables such as professional competency, cultural characteristics of their school communities, the administrative organization within which they work, and the number of patterns or organization with which they were familiar might have had considerable influence on the perceptions. Some descriptive information about the characteristics of the respondents is presented in Appendices A and B. However, since these are not complete descriptions of the characteristics of the population involved, no generalizations are made in reference to the population.

### Conclusions

On the basis of the findings summarized above and described in detail in earlier chapters, the following conclusions are offered:

1. Analysis of the data seems to indicate that there is considerable agreement between teachers and supervisors, in this sample, as to their perceptions of critical competencies of the elementary general curriculum supervisor.

This finding was unexpected in that the results of similar studies had found a relative lack of agreement between the perceptions of supervisors and principals,

and between the perceptions of teachers and consultants. Knight<sup>1</sup> in his analysis of the perceptions of supervisors and principals derived twenty-three critical competencies, only three of which were reported by both supervisors and principals. Ord<sup>2</sup> reported finding twenty-four critical competencies, twelve of which were perceived to be critical by both consultants and teachers. He found a significant difference existed between perceptions of consultants and teachers for two of the competencies reported by both groups.

This contrast leads the researcher to wonder if this finding occurred by chance or if other factors that were uncontrolled influenced this result. Is this agreement caused by the respondents having a commonality in their frames of reference, even though the groups were selected on the basis of their professional assignments? The Minnesota Teacher Attitude Inventory scale was used to determine, in part, the frame of reference of the

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<sup>1</sup>Charles Knight, "A Perception of Elementary School Supervisory Role" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1956).

<sup>2</sup>John Ord, "Critical Competencies of County School Consultants in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1958).

respondents. The possible range of scores on the Minnesota Teacher Attitude Inventory scale is from plus 150 to minus 150. The range reported for teacher and supervisor respondents in this study was plus 119 to minus 5. The median score was 74.5. The over-all mean for the sample teacher group was 61.3 with a standard deviation of 21.2. The mean of the "high" sample teacher group was 88 with a standard deviation of 12; and the mean of the "low" sample teacher group was 45.93 with a standard deviation of 21.7. The over-all mean for the sample supervisor group was 80.03 with a standard deviation of 20.2. The mean of the "high" sample supervisor group was 91.6 with a standard deviation of 8.4; and the mean of the "low" sample supervisor group was 56.9 with a standard deviation of 16.7. The standardization group data reported in the Manual<sup>1</sup> for 247 elementary school teachers were a mean of 55.1 and a sigma of 36.7. A diagram aids in visualizing the position of the present sample of teachers and supervisors along this continuum.

This sample group of teachers and supervisors clearly tends toward a desirable orientation toward children

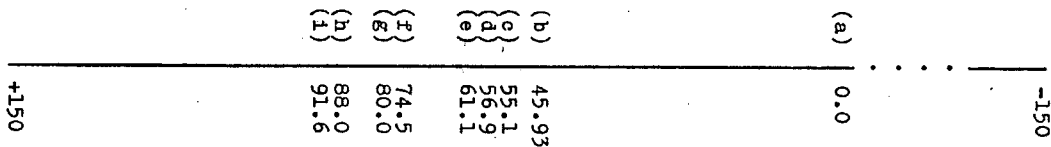
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<sup>1</sup>L.W. Cook, C.H. Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory Manual. New York: The Psychological Corporation, 1951. p. 9.

RELATIVE POSITIONS OF SAMPLE GROUPS ALONG  
THE CONTINUOUS MEASURE OF ORIENTATION TOWARD CHILDREN  
AS INFERRED FROM THE MINNESOTA TEACHER ATTITUDE INVENTORY SCALE

Desirable

Undesirable



Note:

- (a) Hypothetical mean for the M.T.A.I. scale
- (b) Mean of "low" teacher group for this study
- (c) Mean of the standardization group for the M.T.A.I. scale
- (d) Mean of "low" supervisor group for this study
- (e) Over-all mean of the teacher group for this study
- (f) Median score for the total sample for this study
- (g) Over-all mean of the supervisor group for this study
- (h) Mean of the "high" teacher group for this study
- (i) Mean of the "high" supervisor group for this study

s inferred from the Minnesota Teacher Attitude Inventory. Those classified in the "low" groups can only be designated so on a relative basis. The means of the "low" groups are well above the hypothetical mean for the Minnesota Teacher Attitude Inventory scale. The mean of the "low" teacher group is only ten points below the mean for the standardization group for the Minnesota Teacher Attitude Inventory scale, and the mean for the "low" supervisor group is almost the same as that of the standardization group.

A related variable is the amount of training the respondents had received. Forty-six percent of the teachers and eighty-eight percent of the supervisors had had full year or more of graduate study. The researcher wonders if this is not more than one would find if a different group of teachers were used as the sample.

These questions and speculations are open to empirical inquiry and suggest directions in which this study might be expanded.

2. The statement of critical competencies as perceived by the respondents seems to verify some of the behaviors theoretically proposed as successful by educators concerned with supervision techniques.

The critical competencies were inductively derived from the descriptions of behaviors, yet when reviewed,

they closely resemble some of those that have been suggested in the current literature on supervision. Although the findings refer specifically to the competencies needed by supervisors, they also are applicable to the supervisory aspects of the principal's job.

Ten of the eleven techniques of supervision set forth by Elsbree and McNally<sup>1</sup> are included in the list of critical competencies drawn from this study. Examples illustrating five of these techniques follow:

#### Technique -- Local Workshops

Setting: The district where this teacher works holds meetings once a week that are mandatory for all 1st year teachers.

Incident: The teacher went to one of these meetings, and one of the supervisors illustrated how to use reading games as a part of the seat-work. The supervisor had brought materials so those who wished could make some of these games.

Result: Teacher made two of these games and took them back to use with her class.

Why: Very specific in her help.

#### Individual Techniques

Setting: Teacher was teaching a 3rd grade class. Supervisor dropped in to see the teacher about something, and she observed a poor writer at the board.

Incident: Supervisor stopped and chatted with this child. She told him how to pick up the chalk and likened this to a taxi ride.

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<sup>1</sup>W.S. Elsbree and J.H. McNally, Elementary School Administration and Supervision. New York: American Book Company, 1951.



Result: Teacher has used this technique over and over again with children who were insecure writing at the board.

Why: Showed teacher how to help a child with this and yet have the child feel adequate.

#### Technique -- Study Groups

Setting: Teacher appointed by principal to serve on a committee for developing an industrial arts guide for the elementary schools in this district.

Incident: Teacher attended the first meeting of this committee. The supervisor acted as chairman of the committee until they had selected their own chairman and then retired to the background and acted as a resource person when called upon by the rest of the committee.

Result: Teachers worked out the program as they wanted it and felt it was their program and not that of the supervisor.

Why: Helped teachers get this project started, but let them do it in their own way.

#### Technique -- Individual Classroom Visit and Conference

Setting: Building where supervisor visits regularly and visits rooms where the teacher has asked for help. Teacher had invited her to come and observe the relationship between teacher and class.

Incident: Supervisor came to class to observe while children were having a "joke-time" which was scheduled for once each week. Supervisor friendly and entered into spirit of period. Later gave teachers some pointers on ways she could help the children improve their pronunciations.

Result: Teacher followed her suggestions.

Why: Friendly and relaxed. Didn't put teacher or children under tension.

Technique -- Observational Visits by  
Teacher

Setting: 1st grade teacher, new to district. Principal called the supervisor and said this teacher needed help.

Incident: Supervisor visited teacher in the middle of the spring term. The teacher's voice was getting loud and raspy. The children were restless and didn't adhere to the teacher inside or outside. In a conference, the supervisor suggested some materials to add to the library corner, a different medium to use for art experiences. Supervisor came back the next week, and there still wasn't much improvement. The teacher didn't know how to use the materials. The supervisor asked if she would like to see how others used them, and arranged a visiting day where they visited three different schools together.

Result: Teacher has shown a great deal of improvement. Her voice and manner show more friendliness.

Why: Teacher is more secure. Supervisor tried several different ways to help her.

The researcher believes the results may have been influenced by the structuring of the interview. The respondents were asked to describe their perceptions of what they had observed taking place in actual school situations. They were not asked to dream of ideal situations, but rather to give how they perceived a good situation could be made better or poorer.

As the respondents were being interviewed, the researcher felt that despite the precautions that were taken in arranging the interviews, some respondents tried to give "right" answers, or at least what they felt were "right" answers. Thus, some critical competencies may not have been reported despite the fact that the last

group of incidents categorized give no new behaviors.

3. The background and experiential variables employed in this study for describing and comparing the reports of teachers and supervisors in this sample did not prove to be of value in differentiating various patterns of perceptions of supervisory behavior.

The investigation of some variables, it was felt, might be related to how an individual perceives the function of supervision was included in the design of the study. These variables were: the amount of education the individual had received, the amount of contact a teacher had had with supervisors, and the respondent's orientation toward children as inferred from the Minnesota Teacher Attitude Inventory. Null hypotheses that incorporated these variables were tested by appropriate statistical analysis.

With one exception, it was necessary to retain the null hypothesis. This exception was for Major Area I - "Providing Opportunities for Acquiring Inservice Growth". The perceptions of the group of teachers who had the greater amount of training showed they were more concerned with this area than did the perceptions of those with less formal training. However, it should be pointed out that the design of this study did not allow clear proof or disproof of the utility of these variables as opposed to

some other set.

Ord's<sup>1</sup> study concerning teachers' and consultants' perceptions of the supervisory effectiveness of county school consultants also used scores on the Minnesota Teacher Attitude Inventory as a variable. His findings indicated that there were no significant differences between the perceptions of consultants and teachers scoring "high" on the Minnesota Teacher Attitude Inventory and consultants and teachers scoring "low" on the Minnesota Teacher Attitude Inventory.

Ord's sample group of consultants and teachers tended toward a desirable orientation toward children as inferred from the Minnesota Teacher Attitude Inventory. The mean for his sample teacher group was 30.4, and the mean for his sample consultant group was 73.7. His teacher group was definitely a low group compared to the standardization group for this test. His results support those of the present study.

4. An examination of the statements of the perceptions of critical competencies reported by both teacher and supervisor respondents gives evidence to support the idea that on-the-job training for teachers is needed and is

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<sup>1</sup>John Ord, "Critical Competencies of County School Consultants in the Improvement of Instruction" (Unpublished Ed. D. dissertation, Leland Stanford Jr. University, 1958). pp. 70-71.

considered an important function of the supervisor.

Critics of education including both lay citizens and professional educators have suggested that on-the-job training for teachers by supervisors was either unnecessary or unwanted. The findings of the study show that both teachers and supervisors feel that it is needed. The largest number of behaviors reported, 236, or fifty-four percent of the total, were in Major Area I--Providing Opportunities for Acquiring Inservice Growth. Fifteen of the twenty-four critical competencies directly are concerned with aspects of on-the-job training for teachers.

5. The study revealed specifically described "effective" behaviors of elementary general curriculum supervisors.

In reviewing the need for the study of the supervisory role, it was pointed out in Chapter I that the available material lacked specificity. The study adds to the material on supervision techniques some specific descriptions of effective supervisory behaviors that supplement the generalizations mentioned in the professional literature.

The statement of critical competencies represents the perceptions of the respondents in this study and provides material that can be used for further verification. The nature of the critical incident technique limits the

behavioral conclusions that can be drawn, but inferences can be made which can be confirmed or refuted by other types of observations. Empirical testing of these statements by other types of observations suggests a future extension of the present study.

The California Association for Supervision and Curriculum Development has recently formed a Committee on Supervision in the Structure of Public Education in California. The findings of this study could aid this committee or other similar groups in clarifying the role of supervision in the improvement of instruction.

6. An analysis of the distribution of critical behaviors derived from the perceptions of the respondents revealed little difference in the distribution by areas with the exception of the area of interpersonal relations where the teachers appeared more concerned than the supervisors.

The researcher feels that this is a "hunch area" where numerous clues can be drawn both from the statements of critical behaviors or from the raw data (or similar raw data.)

An implied suggestion is that supervisors need to be more cognizant of ways to give recognition to teachers for their accomplishments. This is illustrated by the following incidents reported by a supervisor and a

teacher

Setting: Teacher had taught 25 years in a particular school. Supervisor had the feeling that the teacher felt threatened by suggestions from the supervisor.

Incident: The supervisor had a conference with the principal and suggested this teacher for an appointment on a district curriculum committee.

Result: Teacher isn't so defensive and does not reject suggestions because they come from the supervisor.

Why: The supervisor made friends with this teacher, and showed she recognized her experience as valuable.

Setting: A school that the supervisor visits periodically, but does not make appointments to see particular teachers.

Incident: Supervisor came to visit a third grade classroom. She just walked in unannounced. The teacher asked if there was anything she would like to see. The supervisor said, "Oh, no, I guess not." She stayed two or three minutes looking around the room and then walked out.

Result: Indifference on the part of the teacher; Feels the supervisor is a colorless person and consequently ineffective.

Should have: The supervisor should have made some comment about what she saw in the room-- either favorable or unfavorable.

Teachers again and again expressed a need for obtaining reassurance from the supervisor that they were in general doing a good job.

Another implication is that supervisors need to be cognizant of providing more opportunities for teachers to participate in decision making situations and giving teachers' opinions more respect. This is illustrated by the following incidents:

Setting: Supervisor arranged to hold a county meeting for all teachers who were teaching in one and two room schools. The supervisor notified the teachers, arranged for refreshments, and invited the total county staff to attend.

Incident: Seven or eight teachers came to the meeting. The members of the county staff outnumbered them. The teachers were to have had an opportunity to share their experiences, but this didn't work out.

Result: Meeting was a "flop". It caused anxiety on the part of the teachers. The teachers felt that the meeting was a way of informing them of the poor job they were doing.

Should have: The supervisor should have called the teachers together with only one or two county staff members being present. She should have let the teachers help plan the meeting.

Setting: The teacher reporting was asked to be a judge for a talent show for the community. This teacher and two others auditioned many students but had a difference of opinion as to which ones should appear on the program.

Incident: The supervisor came to the last meeting of the committee. She looked at the list and checked off a number of names. She told the committee that the ones she checked would be the ones to appear on the program.

Result: The teachers were resentful. Why had they been asked to judge if their opinions were not to be respected?

Should have: The supervisor should have let the committee decide who would be on the program.

An additional suggestion is that supervisors should give more attention to the appropriate timing of their suggestions. The job of the supervisor is complex and in many instances, the supervisor may not be aware of the wide ramifications of his actions. Specific behaviors are described that point up the idea that the actions will probably be more effective if properly timed. Examples follow:



Setting: The teacher was on the playground doing yard duty. The supervisor came out to check and see if teacher was on duty.

Incident: The supervisor stayed and chatted awhile with the teacher while the teacher was trying to watch what the children were doing. During the conversation, the supervisor led up to a criticism of a minor point in the teacher's teaching.

Result: This annoyed and bothered the teacher. Made her feel insecure. Didn't feel it was fair to talk to her while she was trying to get the games started and watch the children in the yard.

Should have: Chosen a different time to make this remark.

Setting: One room rural school the supervisor visits regularly.

Incident: Supervisor came to visit. She wanted to talk to the teacher who had to stop teaching and try to listen to the supervisor.

Result: The teacher only got part of what the supervisor was saying as she was trying to keep one eye on what the class was doing.

Should have: The supervisor should have made arrangements to talk to the teacher at a time other than during a class period.

Setting: A fifth grade classroom; the supervisor walked into the room without warning.

Incident: The teacher tried to go on with the lesson she was teaching. The supervisor roamed around the room with his hands in his pockets. The teacher had trouble keeping the children's attention. The teacher gave up teaching the lesson and went over to talk to the supervisor. The class was unable to go on with the lesson by themselves and became quite noisy. Fortunately, the bell rang, and the teacher could dismiss the class.

Result: The teacher was so upset over the situation that she doesn't remember just what the supervisor said or suggested.

Should have: The supervisor should have recognized the teacher and students when he walked into the room.

Setting: Supervisor was new to the school.

Incident: The supervisor came to the building for her first visit and talked only to the primary grade teachers.

Result: The upper grade teachers felt left out and didn't call upon her for help.

Should have: The supervisor should have been more careful to work with all teachers in the school.

### Recommendations for Further Research

Some specific directions in which the present study might be extended have been presented and discussed along with the conclusions. In addition, general recommendations pertaining to the need for increasing knowledge about the perceptions of competencies needed by supervisors are listed below:

1. In developing and clarifying a complete statement of success criteria for elementary general curriculum supervisors, the perceptions of all who are involved should be considered. Thus, additional studies involving the perceptions of principals, school superintendents, special central office personnel, school board members, parents, and other members of the community should be undertaken. A compilation of these studies, plus those that have been completed already needs to be undertaken to give a complete description of the role of the supervisor.

2. This study was limited to the competencies of the elementary general curriculum supervisor, but since

there are a substantial number of special subject or special area supervisors, other studies should be done to see if the competencies differ, and if so, in what ways.

3. In order to get away from the regional approach that has been used by necessity in the studies made to date, a series of group studies conducted in different sections of the United States but all using the same research design and the same type of respondents should provide invaluable data that could be pooled to give a broader approach to the critical competencies. Also, such studies could be used to help validate the studies that have been completed and then applications might be made to a larger population:

4. In the present study, a few characteristics of the respondents were singled out for investigation as to their relationship to the critical competencies. Another study using the same type of research design but collecting descriptive information concerning other characteristics such as age, sex, competencies, the patterns of organization with which they are familiar or their philosophical orientation could be done to test the relevancy of these factors. Such a study could also validate some of the findings of the current study.

5. All of these recommended studies should pro-

vide invaluable data that would be useful for selection, training and evaluation of supervisors. Since it is recognized that just as the concepts of education need to be changed as the culture changes, so must the concepts of supervision be changed to meet new conditions; thus, there needs to be periodic, if not continuous, examination of the supervisory role. In all cases, the information gained should be made available to the members of the teaching profession.

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**APPENDICES**

## APPENDIX A

CHARACTERISTICS OF THE FIFTY ELEMENTARY TEACHERS  
WHO PARTICIPATED IN THE STUDY

TABLE 10

COUNTIES IN WHICH THE ELEMENTARY TEACHERS WERE EMPLOYED

County	No. of Subjects	%
Alameda	11	22
San Mateo	8	16
Contra Costa	7	14
Santa Clara	7	14
San Francisco	5	10
marin	4	8
Humboldt	1	2
Imperial	1	2
Modoc	1	2
Monterey	1	2
Sacramento	1	2
San Diego	1	2
Solano	1	2
Stanislaus	1	2
14 Counties	50 Teachers	100%

APPENDIX A

TABLE 11

EDUCATIONAL BACKGROUND OF TEACHER RESPONDENTS

Amount of Training	Group	Number of Teachers
Regular California Credential-No Degree to A.B. plus 30 Semester Units	1	27
Regular California Credential-A.B. Degree and Over 30 Semester Units	2	23
	Total Teachers	50

TABLE 12  
TEACHER SCORES ON THE  
MINNESOTA TEACHER ATTITUDE INVENTORY

Score	No.	%
111 - 120	1	3
101 - 110	1	3
91 - 100	2	6
81 - 90	4	11
71 - 80	7	19
61 - 70	4	11
51 - 60	7	19
41 - 50	3	8
31 - 40	2	6
21 - 30	1	3
11 - 20	2	6
1 - 10	1	3
-1 - -10	1	3
TOTAL 36		100

Range = -5 to +119

N = 36

Mean = 61.13

S.D. = 21.24

Number of Teachers in "High Group" (scores above +75) = 13

Number of Teachers in "Low Group" (scores below +75) = 23

APPENDIX A

TABLE 13

NUMBER OF SUPERVISORS WITH WHOM THE TEACHER HAD HAD CONTACT

Number of Supervisors	Group	Number of Teachers
1 - 5	1	16
6 or more	2	34
		Total Teachers 50

APPENDIX B

CHARACTERISTICS OF THE FORTY ELEMENTARY GENERAL  
CURRICULUM SUPERVISORS WHO PARTICIPATED IN THE STUDY

TABLE 14

COUNTY IN WHICH THE ELEMENTARY GENERAL  
CURRICULUM SUPERVISORS WERE EMPLOYED

County	No. of Subjects	%
San Mateo	8	20
Alameda	7	17½
Santa Clara	7	17½
Sonoma	7	17½
Contra Costa	6	15
Marin	3	7½
San Joaquin	2	5
7 Counties	40 Supervisors	100%

TABLE 15

EDUCATIONAL BACKGROUND OF SUPERVISOR RESPONDENTS

Amount of Training	Group	Number of Supervisors
Regular California Credential-No Degree to A.B. plus 30 Semester Units	1	5
Regular California Credential-A.B. Degree and over 30 Semester Units	2	35
Total Supervisors		40



TABLE 16

SUPERVISOR SCORES ON THE  
MINNESOTA TEACHER ATTITUDE INVENTORY

Score	No.	%
101 - 110	2	7
91 - 100	9	30
81 - 90	7	23
71 - 80	4	13
61 - 70	5	10
51 - 60	3	10
41 - 50	0	0
31 - 40	1	3
21 - 30	0	0
11 - 20	1	3
TOTAL	30	100

Range = +19 to +110

Mean = 80.03

S.D. = 20.2

Number of Supervisors in "High Group" (scores above +75) =20

Number of Supervisors in "Low Group" (scores below +75) =10

APPENDIX C

CRITERIA FOR A CRITICAL INCIDENT<sup>1</sup>  
(Utilized in interview situation)

A critical incident should be:

1. an accurate, detailed description of behavior;
2. an objective, unbiased description of behavior;
3. observed by you in a specific situation;
4. judged by you to be either effective or ineffective.

A critical incident should not be:

1. a generalized list of ambiguous traits, inferences, or interpretations of behavior;
2. unduly affected by personal irritation or annoyances;
3. vague recollection or hearsay;
4. judged by the standards of other persons or groups as to effectiveness or ineffectiveness;
5. selected only because of its dramatic qualities.\*

\*This does not exclude unusual or dramatic incidents when they are in fact the most recent incidents you have observed.

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<sup>1</sup>John C. Flanagan, Technical Appendices for Critical Requirements for Research Personnel, (Pittsburgh: American Institute for Research, 1949). p.30.

## FORM FOR COLLECTING DATA

Int.No.	T or S	District	Ed. Back.	Cont.with S.	MTAI S.

"The purpose of supervision is the improvement of the total teaching-learning situation."

## EFFECTIVE INCIDENT

What specific act have you observed a supervisor doing recently which made you think that this supervisor was contributing to the purpose of supervision in an effective manner?

SETTING:

INCIDENT:

RESULT:

Why do you think this act was effective?

Interview No. \_\_\_\_\_

INEFFECTIVE INCIDENT

What specific act have you observed a supervisor doing recently which made you think that the supervisor was ineffective in contributing to the purpose of supervision?

SETTING:

INCIDENT:

RESULT:

Why do you think this was ineffective? What do you think the supervisor should have done to be effective in this particular situation?





## APPENDIX F

JURY CATEGORIZATION OF FIFTY BEHAVIORS SELECTED AT  
RANDOM COMPARED TO THE CATEGORIZATION  
OF THE RESEARCHER

Card No.	Interview No.	Researcher	Juror A	Juror B	Juror C
1	006	IB, IIC	IE	IB	IB
2	008	IIA, IIIA	IIA	ID	IIA
3	010	ID, IIIA	IIB	IC	IIIA
4	013	IIIA	IIIA	IIIA	IIIA
5	015	IC, IIA	IB	IC	IC
6	018	ID, IIA IIIA	ID	IE	IIA
7	021	IIC	IIC	IB	IIC
8	027	ID, IIIA	IIIA	IIIA	IIIA
9	031	ID	ID	ID	ID
10	038	IB, IIA	IB	IIB	IIA
11	040	ID, IIA	ID	IA	ID
12	044	IE	IE	IIIC	IE
13	050	IIIA	IIIA	IIIA	IIIA
14	054	ID, IIA	ID	IIB	ID
15	059	ID, IIA	IIA	IIA	IIA
16	061	IA	IA	IA	IA
17	063	IIIA	IIIA	IIIA	IIIA
18	068	ID, IIIA	IE	IIB	IIIA
19	073	ID	ID	ID	ID
20	075	ID, IIA IIIA	IIIA	IIA	IIIA
21	078	ID, IIIA	IIIA	IA	IIIA
22	082	ID, IIIA	ID	IA	ID
23	085	ID	ID	IA	ID
24	086	IE	IE	IE	IE
25	089	IE, IIA	IE	IIA	IIA

Card No.	Interview No.	Researcher	Juror A	Juror B	Juror C
26	002	IIIA	IC	IE	IIID
27	007	ID, IIIB	ID	IIA	ID
28	009	IIIB	IIIB	IIIB	IIIC
29	011	IIIB	IC	IIIB	IIIB
30	017	IE	IIIA	IIID	IE
31	019	IB	IIID	IC	IB
32	021	IC, IIIA	IIIA	IIID	ID
33	023	IVA	IE	IIB	ID
34	025	IIIB	IIIB	IIIB	IIIB
35	032	IC	IC	IID	IC
36	035	IE	IE	IIB	IE
37	039	IE	IE	IIID	IE
38	043	IIIB	IIIB	IIIB	IE
39	046	ID	IIIA	IIA	ID
40	050	IIIB	IE	IID	IID
41	053	IB	IB	IIIE	IB
42	055	ID, IE	IC	IIIE	IE
43	058	IIID	IC	IID	IIIE
44	062	ID	IE	IIIE	IA
45	066	IIIE	IIA	IIB	ID
46	071	ID, IIID	IIB	IC	IC
47	075	ID, IIIA	IIA, IIB	IE	ID
48	080	IE	IE	IIB	IIIA
49	084	ID	IE	ID	ID
50	089	ID	IE	IIA	ID