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A Study of Practices of Elementary School Supervisors (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers.

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A STUDY OF PRACTICES OF ELEMENTARY SCHOOL
SUPERVISORS (K-8) IN THE STATE OF
LOUISIANA AS PERCEIVED BY SUPERVISORS OF
INSTRUCTION, PRINCIPALS, AND TEACHERS.

The Louisiana State University and
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A STUDY OF PRACTICES OF ELEMENTARY SCHOOL SUPERVISORS (K-8)
IN THE STATE OF LOUISIANA AS PERCEIVED BY SUPERVISORS
OF INSTRUCTION, PRINCIPALS, AND TEACHERS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Education

by
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M.Ed., Tulane University, 1960
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ABSTRACT

The primary purpose of this thesis was to study practices of elementary supervisors of instruction (K-8) in the state of Louisiana as perceived by supervisors of instruction, principals, and teachers during the 1974-75 school year.

From supervisor of instruction practices found in current literature, comprehensive check lists of tasks of supervisors of instruction were devised for elementary supervisors of instruction, principals, and teachers. Tasks were categorized as directly, possibly, or indirectly related to the improvement of instruction, and those having little or no relation. Items in each of the three check lists were matched for comparative purposes.

Of 66 parish and city public school systems, 59 participated in the study. The total sampling consisted of 585 possible respondents employed during the school year (231 supervisors of instruction, 118 principals, and 236 elementary teachers). Net returns were: 137 supervisors of instruction, 59.3 percent; 79 principals, 66.9 percent; and 144 teachers, 61.0 percent. Total net returns were 360 check lists, 61.5 percent.

The findings were:

1. Persons who functioned in a supervisory capacity under titles other than "supervisor" reported more school visits and more scheduled classroom observations made per year than either general or specific supervisors. General supervisors reported more unscheduled classroom observations made per year than either specific or other supervisors.

2. More supervisors certified in supervision and administration agreed between their role perception of supervisors of instruction and own role assignment than supervisors certified in other areas.

3. Over 95 percent of supervisors agreed that principals should assume major roles in classroom observations.

4. Supervisors agreed on relative importance of future roles of supervisors of instruction: long-range planning, directing teacher in-service, assisting teachers, and evaluating programs (most important); evaluating teachers, monitoring programs, and directing pilot programs (least important).

5. Almost 90 percent of supervisors reported they were required to observe non-tenured teachers; approximately 50 percent reported being required to observe tenured teachers.

6. Almost 50 percent of supervisors spent 3-10 days per month in central office; major portion of time was spent performing general office routine.

7. Seventy-seven percent of principals and 54 percent of teachers rated supervisory service adequate to more than adequate.

8. Supervisors of instruction, principals and teachers ranked "ideal" characteristics of supervisors of instruction: knowledgeable, helpful and friendly (most important); consistent, empathetic and flexible (least important).

9. Sixty-eight percent of supervisors reported grade level responsibilities from primary through one or more high school grades.

10. Almost 80 percent of supervisors reported Master's degrees plus 30 graduate hours.

11. Fifty-five percent of supervisors reported ages 46 years and over.

12. Fifty-nine percent of supervisors reported 21 or more years of educational experience; 10 percent reported 16 or more years of supervisory experience.

13. More supervisors sought professional growth through reading professional literature, attending educational conferences or participating in professional organizations than through college attendance.

14. Thirty-one percent of supervisors reported that their professional services were never evaluated; eight percent reported evaluations by principals and teachers.

15. Forty-seven percent of supervisors reported

backgrounds of principalship; 71 percent reported elementary or elementary and secondary principalship experience.

16. Twenty-one percent of supervisors reported being sometimes or seldom consulted by superiors; and occasionally or never making final decisions.

17. Supervisors indicated that they consistently performed tasks directly related to the improvement of instruction involving close teacher-principal contacts; sharing ideas; listening; assisting; offering suggestions, recommendations; supplying resource persons, materials; planning cooperatively; stimulating creativity; conducting workshops; acting as liaison persons.

18. Less time was spent performing tasks with little or no relation to improvement of instruction.

19. Overall, in considering supervisors' task performance, higher consensus existed between supervisors and principals than between supervisors and teachers.

Chapter 1

INTRODUCTION

Change and innovations are occurring at such a rapid pace in our technological society that it is becoming increasingly difficult for individuals to adjust to them. It has been suggested by Ward, et al. (1971), that man's hope for learning to make the necessary adjustments lies in an education that is responsive to change and one that incorporates improvement. It does not require a professional educator to be aware that education is not reacting as promptly as it might. In fact, of all man's greatest efforts and accomplishments, education has tended to maintain equilibrium and those within the profession have tended to resist change.

Current demands being made upon the schools reflect an era of almost unbelievable diversification in a way of life that has occurred over the past two decades. The appeal to the schools is an ultimatum to make education meaningful now, not in a generation or so. The implications for educators are unmistakably clear. Educational offerings must gain in significance and educators must re-evaluate their positions. Either professionals supply the impetus for a

re-definition of roles and objectives for the 70's and beyond or the responsibility will be assumed by outsiders.

A great deal of knowledge is available concerning appropriate strategies and processes for effecting desirable educational change. An immediate concern is the securing of personnel who will bring about acceleration of improvements in the field of education. Logically, those professionals whose primary responsibility is instructional improvement and curricular development would be expected to assume leadership roles. Abrell (1974), Comfort and Bowen (1974), Esposito (1974) and other leading authorities in education assign this major role to the supervisor of instruction.

During this era of unrest, concerns for accountability, program budgeting, managerial technology, and teacher militancy, professional roles are being re-evaluated and re-defined. Supervision today is not what it was a decade ago. As rapidly and as varied as changes in the schools and districts are occurring, supervision will, of necessity, undergo a complete alteration within the next few years.

What a supervisor of instruction is accomplishing should be evident in his colleagues' reported observations of his performance in the course of fulfilling job responsibilities. The attitudes of his colleagues toward what he is doing should also be a reflection of their expectations of his performance. Learning theorists such as James (1971) tell us that attitudes mediate perceptions and thus determine

the meaning of feedback from the environment. Lindzey (1954) found that the individual filling a role tempers his action to fit his own personality needs while striving to function in line with expectations others hold for his performance.

The contradictions and confusion surrounding the current role stance of supervisors of instruction present the educational profession with a challenge. Will the new patterns of supervision that are developing be adopted and further developed, or will the old patterns and old mind sets remain and the supervisor of instruction become obsolete? What the future holds for supervision is anyone's guess. Ogletree (1972:510) predicted that one thing is certain ". . . it will become that which supervisors do in terms of the roles they seek and the services they deliver in their school organizations as these respond to present demands."

STATEMENT OF THE PROBLEM

This thesis was undertaken to determine, among elementary supervisors of instruction, principals and teachers, the degrees of concurrence with regard to the reported task performance of elementary supervisors of instruction.

The study was designed to answer the following questions: (1) is the disposition toward certain responses by elementary supervisors of instruction (K-8) related to (a) position; (b) areas of certification; (c) professional

background; (d) total years of experience in the field of education? (2) In regard to current practices of elementary supervisors of instruction (K-8), is there a significant difference in the reported task performance of supervisors of instruction by (a) teachers; (b) principals; (c) supervisors of instruction? (3) What conclusions can be drawn about instructional supervisors in the elementary schools (K-8) of Louisiana from the responses of supervisors of instruction, principals, and teachers?

DELIMITATIONS OF THE STUDY

A study was made of the practices of supervisors of instruction in elementary schools (K-8) during the 1974-75 school session in 59 of the 66 parish and city public school systems in Louisiana where permission to conduct the study was obtained from the public school superintendents. The total population consisted of 585 possible respondents who were employed in the Louisiana public school system (K-8) during the 1974-75 school year. Of the 585 possible respondents, 231 were supervisors of instruction listed in the Louisiana School Directory in addition to personnel identified by superintendents; 118 were elementary principals (K-8), two randomly selected from each parish; and 236 were elementary teachers (K-8), two randomly selected who were members of the faculty of each of the randomly selected principals.

Check lists were accepted from supervisors of

instruction whose grade range of responsibility encompassed any or all of grades K-8. In some instances, the supervisory range of responsibility extended into the high school area, but no supervisory check lists were accepted if the reported range of responsibility encompassed high school grades only (i.e. grades 9, 10, 11, or 12).

The study was limited to schools housing any combination of elementary grades (K-8). The principals' check lists indicated only one instance in which the principal's grade range of responsibility extended beyond the eighth grade. One principal reported that his school organizational pattern was K-9. In one other instance the principal reported that he was a principal of a special education school without grade designations. All other principals reported organizational patterns within the K-8 grade range.

Elementary teachers were requested to check the grade level(s) they had taught during the 1974-75 school year. No check lists included in the study indicated a level above the eighth grade.

IMPORTANCE OF THE STUDY

This study is particularly significant because: (1) supervisory practices by supervisors of instruction in elementary schools (K-8) of Louisiana during the 1974-75 school year were quantified and ranked in the order of the frequency of reporting; (2) comparisons were drawn between supervisors', principals', and teachers' reportings of

specific tasks performed by supervisors of instruction; and (3) the study provided a basis for direction concerning future supervisory personnel in instruction.

DEFINITION OF TERMS

Elementary School

In the state of Louisiana, the elementary school is defined in the Handbook for School Administrators, Bulletin 741 (Revised 1966) as ". . . any school that has only elementary grades (no grades higher than eighth grade)."

Supervisor of Instruction

A supervisor of instruction is a member of a school system's central office staff and a certified professional educator with specialized preparation in supervision (or a specific discipline) who plays a supportive, stimulator role in the promotion, development, maintenance, and improvement of instruction.

Other Supervisor

A professionally-trained educator who functions as a supervisor of instruction under a title other than "supervisor."

SOURCES OF DATA

Supervisory practices for use in the quest were drawn from current periodicals, journals, textbooks, studies, and dissertations. The developed check lists were critiqued

by a parish director of elementary education, supervisors of instruction, elementary principals and teachers, graduate students, and a university professor with expertise in the field of supervision. The check lists were revised according to their recommendations and comments, were printed, and were used to secure data for this study from supervisors of instruction, principals and teachers in 59 Louisiana parish and city public school systems in which the superintendents granted permission for the study to take place.

Chapter 2

REVIEW OF RELATED LITERATURE

Supervisory practices appeared in the history of American education in the early 1700's when committees of citizens were appointed to visit and inspect the plant and equipment and to examine pupil achievement. Many years later, inspecting the teacher's methods and criticizing and advising him on materials or techniques concerning teaching helped to widen the scope of supervision (Barr, 1938:3).

In the late 1800's, the introduction of new subjects into the curriculum established a need for employing either special teachers or individuals with expertise to teach. These individuals came to be known as "special supervisors." At this time, the functions of supervision were very few. When supervision did operate, it was largely general overseeing teaching procedures and classroom management. Neither laws, board rules, nor professional publications contained anything but vague mention of supervisors or their responsibilities (Barr, 1938:4).

Burton (1922:Ch. 1) indicated his concept of supervision in his listing of supervisory responsibilities: (1) the improvement of the teaching act; (2) the improvement of

teachers in service; (3) the selection and organization of subject matter; (4) testing and measuring; and (5) the rating of teachers.

Nutt summarized the duties of the supervisor which were representative of the growing viewpoints of the 1920's.

The supervisor must carry out eight distinct pieces of work. He must lay the basis for effective cooperative teaching; select and organize the subject-matter of courses of study; teach for the purpose of demonstration and experimentation; direct systematic observation; direct the teaching activities of his teachers; check up the progress made by the pupils; measure the efficiency and progress of his teachers; and measure the efficiency of his own supervisory performance (Nutt, 1928:32).

The first objective studies of the practices of instructional supervision began to appear at the end of the first quarter of the twentieth century. Barr (1938:7-8) made a study of the duties of special supervisors in the Detroit public schools during the 1924-25 school year. He identified supervisory activities and concluded that they indicated emphasis upon research and study and upon office function.

Bamesberger's review (1930:397-400) of the Third Yearbook of the Department of Supervisors and Directors of Instruction reported an attempt to obtain from teachers and supervisors a picture of the supervisory practices in school systems of the late 1920's. The results indicated the preponderance of emphasis given by supervisors to problems growing out of classroom visitation and upon routine procedures rather than upon definite programs for the improvement of instruction. Data collected from classroom teachers

indicated their expectations of and insistence upon having immediate help of a concrete nature. Bramesberger's conclusions were that the data from the study implied a need for the development of constructive supervisory programs based on cooperative endeavor of all supervisory officers in which the peculiar contributions of each would be used to supplement and enrich the contributions of the other.

Kyte's (1931) summary of the National Education Association-sponsored experimental studies on the value of supervision which appeared in Chapter V of the Fourth Year-book presented conclusions regarding the techniques of supervision. In Kyte's opinion: (1) direct supervisory assistance caused greater improvement than indirect supervisory assistance; (2) individual supervisory conferences were more effective than supervisory teachers' meetings; and (3) carefully planned individual supervisory conferences produced demonstrable effects on classroom procedure.

Antell (1945) presented the results of a survey of the opinions of teachers on the value of different supervisory techniques. In his analysis of the results were listed supervisory practices which at least fifty percent of the teachers found very helpful as well as supervisory practices which teachers considered actually detrimental. Antell concluded that, to some extent, supervisors and teachers did not agree upon the real purposes and techniques of supervision.

Bail (1946) reported a study by members of a graduate

class in secondary school supervision in the College of Education at Butler University. He attempted to compare the types of supervisory services which teachers desired with those which they received. The responses revealed that the supervision received by these teachers bore little resemblance to the kind of supervision which they desired.

The purpose of a study by Harman (1947) was to determine and evaluate practices of supervision in 24 selected secondary schools located in New York, New Jersey, Pennsylvania, Delaware and Maryland. He reported (1) the feelings of principals and teachers toward supervisory services, (2) supervisory procedures used most extensively, (3) the most effective supervisory procedures according to principals and teachers, (4) characteristics of supervision preferred by teachers, and (5) improvements in supervision desired by teachers. In addition to his findings, Harman suggested that supervisory techniques should include: studying needs of schools, identifying problems, setting goals, organizing staff, and evaluating programs.

Newton's study (1953) was directed toward determining the scope of the work of 76 Negro instructional supervisors in North Carolina and toward securing evaluations of the techniques which these supervisors used. Newton found that: (1) the major procedures of the supervisors were related to direct teacher-supervisor activities; (2) supervisors and teachers considered a wide range of activities to contribute to teacher-growth; (3) few of the

115 supervisory devices comprising the instrument were rated as being "of no help"; and (4) the direct-contact supervisory activities such as classroom observations, demonstration teaching, and problem-solving conferences were rated substantially higher than the indirect processes.

A study was conducted by the Louisiana School Supervisors' Association during the 1955-56 and 1956-57 school sessions for the specific purpose of collecting factual information about supervisory practices in the state of Louisiana. The data gathered by the supervisors indicated the activities on which they spent the most time and identified recurring supervisory practices. In the conclusions, a need was revealed for further research to gain a more accurate picture of supervision. In addition, recommendations were made for the findings of the study to be disseminated widely in an effort to clarify the supervisory role.

A somewhat similar study occurred in Louisiana from 1957 through 1959. Supervisors of the Eighth Congressional District conducted a study of supervision in the eight parishes of this district. They focused attention on the opinions of selected lay and professional personnel toward various aspects of school supervision.

A summary of the findings indicated that the total group agreed to some statements, had no clear-cut opinion on some, and differed significantly on others, while the various lay and professional groups were in agreement on most of the items. Effective supervisory practices on which

there was total group agreement was presented and recommended steps to be taken by supervisors were outlined.

Another study conducted in Louisiana was by Eglin (1959). He utilized 44 supervisory functions identified by the Association for Supervision and Curriculum Development as those most frequently or regularly performed by supervisors in the course of job performance. Eglin reported those supervisory functions which were designated as most effective by 50 percent or more of the respondents.

Gale's (1958) study sought to determine the status of instructional supervision in the public schools of North Carolina. From the accumulated data, a comprehensive analysis and evaluation of existent supervisory services and practices were comprised.

The purposes of Evans' study (1959) were to investigate the position of elementary school supervisor in the third and fourth class school districts of Chester, Delaware, and Montgomery counties in Pennsylvania and to attempt to define the status and function of the supervisor as well as to determine the importance of the position. In reporting the results of the study, Evans identified the major problem areas as inadequate administrative and supervisory staff and lack of time to fulfill the functions of elementary supervision.

Miller's study (1960), which was conducted in school districts near the Pennsylvania State University, was designed to evaluate the effect of 16 supervisory activities

upon 10 professional problems of teachers. He concluded that, to be effective, supervision must remain close to the teacher and his problems in the teaching-learning situation.

The Hall study (1963) was concerned with making a comparative analysis of the perceptions of teachers, principals, and supervisors regarding the supervisory program in the Mobile public schools. Major findings were presented which were related to supervisory services received by teachers, and Hall drew conclusions in regard to teacher-principal expectations of supervisory services.

The problem undertaken by Hatch in Utah (1964) was a critical analysis of the organizational patterns for rendering effective supervision. The study was designed to determine effective organizational patterns of supervision and compare the findings with the supervisory organizational pattern of the Alpine school district in Utah. From the study, it was determined that supervisory responsibility should be a shared responsibility between the central office staff and the principal within the school. Hatch also reported promising supervisory features of 14 selected districts in 5 western states.

Lincoln's study (1967) was conducted in order to determine whether public high school teachers in Indiana perceived supervisory activities as being planned, organized, implemented, and evaluated cooperatively by the supervisor and the classroom teacher or as being planned, organized, implemented, and evaluated by the supervisor. Lincoln

concluded that a teacher's positive perception of a supervisory activity was related to the amount of supervisor-teacher contact necessary for the activity to take place. In addition to the findings and conclusions, the author indicated teacher ranking of supervisory tasks from the most positive downward.

Ross conducted a study (1968) in which she focused attention on gathering data from North Carolina supervisors in order to describe the activities which they performed in the course of fulfilling their job responsibilities. The author concluded that, in general, supervisors reported spending much more time in activities that were more administrative than supervisory in nature.

The intent of Liguori's study (1968) was to discover techniques of supervision employed by principals and supervisors in connection with probationary teachers (non-tenure) in selected Connecticut elementary schools. The author reported significant agreement between probationary teachers and supervisors as to which techniques were employed and the frequency of use of techniques designed to improve instruction; and the value of supervisory techniques in attaining stated purposes of supervision. Liguori reported, however, that a lack of agreement existed between probationary teachers and supervisors as to the frequency of use of techniques designed to provide in-service growth, and the purposes of supervision.

Another study of the late 60's was one by Grossman

(1968). The author reported supervisory practices considered useful by teachers and he indicated that the teachers agreed with the principles of good supervision found in the literature insofar as principles recommended support of teachers, assistance to teachers, and reliance on teacher judgment. Grossman stated, however, that the teachers did not agree to supervisors structuring improvement programs or evaluating their work.

The purpose of Marchak's study (1969) was to determine the congruence in the role expectations for the role of the supervisor of instruction by supervisors of instruction, teachers, and principals in eight Alberta urban school districts. The author reported a lack of congruence in the expectations held for the role of the supervisor by supervisors, teachers, and principals. He added that the expectations of teachers and principals for the role of the supervisor were more congruent than were the expectations of supervisors and teachers. The largest discrepancies in the expectations for the role of the supervisor occurred in the areas of in-service and supervision of instruction. Marchak also indicated that the responses of supervisors were more supportive of the items describing supervisory behavior than were the responses of principals or teachers; teacher responses were the least supportive.

A similar study (1969) was conducted by Russell in Louisiana. From this study, Russell concluded: (1) the role of the instructional supervisor was not understood basically

the same by principals, teachers and supervisors, (2) the teacher-supervisor ratio was too high to permit an adequate number of appropriate types of contacts with teachers, (3) teachers with higher contact scores perceived supervisors more as supervisors perceived themselves than did teachers with lower contact scores, and (4) instructional supervisors in Caddo Parish public schools performed some functions that were more "line" in nature than "staff."

Another study concerning the role of supervisors of instruction as perceived by other professional personnel was conducted in Florida by Carlton (1970). The author reported the major purposes of supervision identified by the teachers and principals. Few similarities were noted when comparisons were made between what was considered to be the actual and ideal role of a supervisor. The data also revealed that differences did exist in the perception of the actual roles of supervisors when responses were examined by sex, professional preparation, position and experience. The greatest differences, according to the author, were between teachers and principals; and when perceptions of the ideal role were examined, very few meaningful differences were noted. Carlton concluded that supervisors needed to be sensitive to the need for the clarification of role expectations.

Carman (1971) presented research findings from 1955 through 1969 related to the roles and responsibilities of general supervisors and directors of instruction. Among her findings, she reported that the principal purpose of

supervision was the coordination of effort to improve instruction. The author also noted the responsibilities most often reported for supervisors. From the findings, she indicated that activities involving curriculum and instruction received the highest priority in use of supervisory time; and major hindrances to supervisory efforts were budget restrictions, lack of time, and resistance to change. In drawing conclusions, Carman reported that a wide variety of opinions existed as to the administrative duties, if any, supervisors should perform. She added that, in the absence of supervisors of instruction, general supervisors were charged with a broad range of responsibilities for the instructional program.

Bradshaw's study (1970) addressed itself to providing descriptive data relative to the role of the local level supervisor in Georgia. The author reported that the findings of the study indicated: (1) Georgia supervisors were often engaged in activities which they believed should have received priority; and (2) generalists and specialists most often engaged in activities pertaining to collection, selection, utilization, dissemination, and/or evaluation of materials and media. Bradshaw concluded, however, that data failed to reveal specific conditions supervisors judged to be especially restrictive.

A 1970 study by Burke was conducted in Massachusetts to determine what the perceptions were of the existing and recommended supervisory practices of the high school general

supervisor. The author identified supervisory practices in use and reported the recommended supervisory practices on which supervisors and teachers agreed.

In McGowan's study (1971), he attempted to identify characteristics in the perceptions of the priorities of selected tasks and processes of supervision as reported by elementary supervisors and teachers of southeastern Wisconsin. Major findings reported by the author indicated a lack of congruence in teacher-supervisor perceptions. McGowan concluded that the lack of congruence implied that supervisors should adjust their supervisory techniques and behaviors.

The primary purpose of Burnham's (1973) study was to analyze Georgia teachers' perceptions of desire for, and receipt of, selected supervisory activities. The author presented an analysis of teachers' data by sex, level of professional preparation, title of supervisor, grade level taught, years of teaching experience, and size of school system. Burnham reported that teachers' desire exceeded receipt in each category and that teachers expressed a need for more assistance directed toward the improvement of human relations.

The main purpose of Evans' study (1976) was to examine the task expectations for the elementary supervisor role as expressed by 133 elementary teachers and 139 supervisors in the Commonwealth of Virginia. A secondary purpose was to conduct an operational replicative study using the

instrument developed and used in an earlier study by another researcher. Based upon the statistical analyses of data, the author reported that there was significant disagreement between supervisors and teachers as to task expectations for the elementary supervisor role. Evans also reported that there was no significant disagreement in the task expectations for the elementary supervisory role as expressed by general and special area supervisors, by supervisors with different levels of academic preparation, or by supervisors with and without administrative experience.

SUMMARY

A review of related literature presented the author with an overview of the evolution of supervisory practices from lay inspection, to theory of supervisory responsibilities, to more realism in current thought.

Early studies of supervision indicated a vagueness of job description as well as of task assignments and were mostly theoretical in nature. Later, more objective approaches were attempted to determine the extent and types of existing supervisory practices through reporting by teachers, principals, supervisors, and superintendents, or a combination of two or more of these professional categories.

Supervisory tasks of the 1920's were described as being largely oversight of teaching procedures and classroom management. Studies of this decade reported distinctly significant differences between existing supervisory

practices and what teachers thought were valuable.

In studies of the 1930's, teachers registered a desire for such considerations as specific assistance; latitude to participate in curriculum development; encouragement of teacher experimentation; and recognition of their practices.

During the 1940's, supervision reportedly received by the teachers continued to bear little resemblance to the kind of supervision they desired. Teachers expressed a resentment toward all forms of imposition and inspectorial supervision; and again they reiterated a desire for: freedom to use initiative; cooperative supervisory leadership; pertinent information; constructive criticism; recommended new techniques, methods, materials, and equipment; demonstration teaching; and, a closer, more humane working relationship.

Studies of the 1950's indicated supervisor endorsement of cooperative endeavors and almost total agreement on characteristics of effective supervision. Still, from all indications, at least half of the supervisory activities of this decade could not be related to the improvement of instruction.

The studies of the 1960's reported that teachers were still not receiving as much constructive supervision as they desired. The general conclusions reached were that supervisory activities were more administrative than supervisory in nature, and the role of supervision was not

understood basically the same by principals, teachers, and supervisors.

In the studies of the early 1970's, professionals generally agreed on recommended supervisory practices found in the literature. Still, there existed a lack of congruence in perceptions of supervisory task priorities.

Overall, literature of the past 50 years presented evidence of inconsistencies in supervisory roles, titles, and expectations. And from all indications, the supervisory role has remained ill-defined, contradictory, and widely mis-conceived.

Chapter 3

PROCEDURES OF THE STUDY

The purpose of this chapter is to describe procedures followed in developing comprehensive check lists and personal data sheets for elementary (K-8) supervisors of instruction, principals, and teachers. In addition, the process of selecting and contacting the population included in the study is treated in detail.

DEVELOPING CHECK LISTS AND PERSONAL DATA SHEETS

From supervisor of instruction practices found in the current literature, comprehensive check lists of tasks of supervisors of instruction were devised for elementary (K-8) supervisors of instruction, principals, and teachers. Many items were left open-ended to elicit spontaneous and more subjective responses. Included, was a list of practices which authorities in the field of supervision expected supervisors of instruction to perform. Additional items were incorporated which were found in two studies of reported supervisory practices in Louisiana: Louisiana Supervisors Examine Their Practices and What Others Think of Supervision.

Three similar check lists were developed in an attempt to examine the practices of elementary supervisors of instruction from three points of view: that of supervisors of instruction, that of principals, and that of teachers. The items in each of the three check lists were matched as closely as possible in order to facilitate the comparison of responses. The tasks were also classified into four categories: (1) directly related to improving instruction, (2) indirectly related to improving instruction, (3) possibly related to improving instruction, and (4) little or no relation to improving instruction. Personal data sheets were devised for supervisors of instruction, principals, and teachers and were attached to the information check lists.

The check lists and personal data sheets were critiqued for clarity of items and instructions and for the inclusion of pertinent data by a parish director of elementary education, two supervisors of instruction, two elementary principals, eight elementary teachers, and a class of graduate students. Based on their comments and suggestions and upon additional recommendations from a university professor with expertise in the field of supervision, appropriate modifications of the check lists and the personal information sheets were made and the final drafts were prepared for printing.

Check list respondents were assured of anonymity. It was necessary, therefore, to devise some means of coding responses in order to protect this anonymity while at the

same time maintaining an accurate count of returns from the various parishes. Because of the size of the sampling, it was felt that an accurate count of returns was absolutely necessary in order to assure the most efficient and economical follow-up possible.

The state of Louisiana was divided into eight planning districts (Appendix A). Using this arrangement, each planning district, beginning with District 1, was assigned a letter of the alphabet. District 1 became "A"; District 2, "B"; and through to District 8 which was assigned an "H." Then, within each district, the parishes were assigned numbers and each number was assigned a letter of the alphabet. Eleven was the largest number of parishes within a planning district, so "K" became the letter which designated the eleventh parish (Appendix B). The alphabet identification code was typed in at the bottom of the last sheet of each check list immediately prior to its being mailed to potential participants in each parish. The first letter designated the parish number within the district, and the second letter designated the number of the district in which it could be located. For example, St. James Parish was the second parish in District 3, so its code designation was "BC." To avoid confusion, the two city school systems, the City of Bogalusa and the City of Monroe were assigned "LL" and "MM," respectively, since these letters would not appear in any other district (Appendix C).

As check lists were returned, their codes were

checked and each parish was credited with the correct number of returns. In addition, after a reasonable length of time, follow-up mailings were sent to those parishes whose returns were either small or not in evidence.

SELECTING AND CONTACTING THE POPULATION

In early September of 1975, a letter was written to the President of the Louisiana School Supervisors' Association requesting the association's endorsement of the study. Copies of the check lists were forwarded. The endorsement was granted (Appendix D).

Approximately a week later, and using the Louisiana State Directory (Appendix E), letters stating the purpose and description of the study were mailed to the superintendents of the sixty-four parishes and to the superintendents of the two City school systems in Louisiana (Appendix F). Every superintendent was extended the opportunity to list additional personnel whose role involved assisting in the elementary schools (K-8) in the assessment, implementation, and improvement of the instructional program. Within the first three weeks after the initial mailing, thirty-four superintendents (52 percent) had responded. A follow-up letter was mailed on October 20, to the thirty-two superintendents who had not responded. Within a week, eleven more responses arrived. When the third follow-up letter was mailed to the remaining twenty-one superintendents on December 1, a total of forty-five superintendents had

responded, forty-two of whom had granted permission for the survey to be conducted in their parishes. Within a week of the third mailing, responses arrived from all but two of the last twenty-one superintendents. Telephone calls yielded excellent results as both superintendents granted verbal permission for the survey to be conducted in their respective parishes. The final results were that fifty-nine out of sixty-six parish or city public school superintendents granted permission for the study to be conducted within their respective parishes (Appendix E).

As letters of permission arrived from superintendents, the following procedures were followed:

Their supervisors of instruction (K-8) listed in the 1974-75 Louisiana School Directory as general supervisors of instruction, supervisors of specific disciplines, or supervisors of career education or special education, and/or all additional personnel identified by the superintendents as functioning in a supervisor of instruction capacity (Appendix G) were mailed cover letters explaining the purpose and description of the study (Appendix H), copies of the supervisor of instruction check lists (Appendix I), and stamped, self-addressed envelopes. Follow-up letters were mailed January 8, 1976 (Appendix H).

Two of their elementary principals randomly selected from the 1974-75 Louisiana School Directory (Appendix J) were mailed cover letters explaining the purpose and description of the study (Appendix K), copies of the

principals' check lists (Appendix L), and stamped, self-addressed envelopes. Follow-up letters were mailed January 13, 1976 (Appendix K)

Using the 1974-75 Annual School Report on file in the State Department of Education, two teachers in each randomly selected school were, in turn, randomly selected through a drawing of numbers (Appendix J). These teachers were mailed cover letters explaining the purpose and description of the study (Appendix M), copies of the teachers' check lists (Appendix N), and stamped, self-addressed envelopes.

For fifty-nine parishes, the total sampling consisted of 585 possible respondents who were employed in the Louisiana Public School system (K-8) during the 1974-75 school year (231 supervisors of instruction, 118 principals, and 236 elementary teachers). A total of eleven check lists were considered unusable and were disqualified (six supervisors of instruction, two principals, and three teachers). Each disqualification was determined for one of three reasons: (1) the respondent's area of responsibility lay completely above the eighth grade level, (2) the respondent had completed only the personal data portion leaving blank the remainder of the check list, or (3) the respondent's title placed him/her under Federal jurisdiction.

Net returns were: 137 supervisors of instruction (59.3 percent); 79 principals (66.9 percent); and 144 teachers (61.0 percent).

The returned check lists were sorted, numbered, and coded. The coded sheets were then submitted to the computer center at Louisiana State University for processing.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter are: (1) to present the total number of check lists mailed and the usable check list returns reported by districts and parishes; (2) to present responses of elementary supervisors of instruction in regard to: (a) position and classroom observations, (b) certification and role perception, (c) professional background and perception of the principal's role in classroom observations, and (d) total years of educational experience of supervisors of instruction and their perceptions of the future roles of supervisors of instruction; (3) to present additional findings from the supervisors' check lists pertaining to supervisors' tasks; (4) to present additional data from check lists of supervisors of instruction, principals, and teachers; (5) to present a summary of the personal data reported by the three groups of participants in the study: supervisors of instruction, principals, and teachers; and (6) to present the responses of supervisors of instruction, principals, and teachers in regard to supervisory performance of tasks directly, possibly, or indirectly related, or which have little or no relation, to the improvement of instruction.

Check Lists' Returns by District and Parishes

In Table 1 are listed the 66 parish and city school districts in the state of Louisiana, 59 of which participated in the survey of the practices of elementary supervisors of instruction. The total sampling consisted of 585 possible respondents (elementary supervisors of instruction, principals, and teachers) who were employed in Louisiana public school systems (K-8) during the 1974-75 school year. Eleven check lists were disqualified. The state-wide net returns of check lists was 360, or 61.5 percent. The highest percentage of returns was 67 percent from principals. Teachers' percentage of returns was second with 61 percent, and the percentage of returns for supervisors of instruction was third, 59 percent.

Supervisors' Responses to Selected Items

It is the purpose of this section of the chapter to consider personal data of supervisors of instruction in relation to their responses to specific items.

Supervisory Position and Classroom Observations

Data from the supervisors' check lists showed that elementary supervisors of instruction could be grouped into three general categories: (1) general supervisors of instruction: defined as professional educators with supervisory responsibilities encompassing more than one discipline or

Table 1

Check Lists--Returns of Elementary Supervisors of Instruction,
Principals and Teachers by Districts and Parishes

	Supervisors of Instruction		Principals		Teachers	
	Check Lists	Usable	Check Lists	Usable	Check Lists	Usable
	Mailed	Returns	Mailed	Returns	Mailed	Returns
District I						
St. Tammany	5	2	2	2	4	3
Orleans	15	5	2	1	4	2
Jefferson	8	8	2	2	4	3
St. Bernard	2	2	2	2	4	3
Plaquemines	1	0	2	0	4	0
District II						
Pointe Coupee	2	2	2	2	4	2
W. Feliciana	2	0	2	1	4	1
E. Feliciana	2	0	2	2	4	2
St. Helena	2	0	2	0	4	1
Tangipahoa	3	1	2	2	4	3
Washington	3	3	2	2	4	4
Iberville	3	0	2	1	4	3
W. Baton Rouge	2	0	2	2	4	4
E. Baton Rouge	21	12	2	2	4	1
Livingston	2	2	2	2	4	1
Ascension	3	1	2	1	4	3
City Bogalusa	2	1	2	0	4	3
District III						
Assumption	2	2	2	1	4	2
St. James	3	1	2	1	4	4
St. John	3	1	2	1	4	1
St. Charles	3	2	2	1	4	1
Lafourche	4	3	2	2	4	2
Terrebonne	4	2	2	2	4	3

Table 1 (continued)

	Supervisors of Instruction		Principals		Teachers	
	Check Lists Mailed	Usable Returns	Check Lists Mailed	Usable Returns	Check Lists Mailed	Usable Returns
	District IV					
**Evangeline	-	-	-	-	-	-
St. Landry	9	4	2	0	4	3
Acadia	5	2	2	2	4	3
Lafayette	3	3	2	2	4	3
St. Martin	5	2	2	0	4	2
Vermilion	6	6	2	2	4	2
Iberia	6	2	2	2	4	3
St. Mary	6	5	2	2	4	3
District V						
Beauregard	3	3	2	2	4	2
Allen	1	1	2	1	4	4
Calcasieu	9	5	2	1	4	1
Jefferson Davis	3	3	2	2	4	2
Cameron	2	1	2	1	4	2
District VI						
Winn	1	1	2	1	4	2
**Grant	-	-	-	-	-	-
LaSalle	3	3	2	2	4	2
Catahoula	3	1	2	2	4	3
Concordia	2	2	2	1	4	2
Vernon	4	2	2	1	4	2
Rapides	4	3	2	1	4	1
**Avoyelles	-	-	-	-	-	-
District VII						
Caddo	10	7	2	0	4	3

**Parishes that did not participate in the study.

Table 1 (continued)

	Supervisors of Instruction		Principals		Teachers	
	Check Lists	Usable	Check Lists	Usable	Check Lists	Usable
	Mailed	Returns	Mailed	Returns	Mailed	Returns
District VII						
Bossier	6	3	2	2	4	3
Webster	5	1	2	2	4	4
Claiborne	2	2	2	1	4	3
Lincoln	2	2	2	1	4	2
Bienville	2	1	2	1	4	2
**DeSoto	-	-	-	-	-	-
Red River	2	1	2	2	4	3
Natchitoches	3	2	2	0	4	3
District VIII						
**Union	-	-	-	-	-	-
**Morehouse	-	-	-	-	-	-
W. Carroll	3	1	2	2	4	4
Ouachita	6	4	2	2	4	3
Richland	1	1	2	1	4	3
Madison	2	1	2	1	4	3
E. Carroll	1	1	2	1	4	1
Jackson	4	4	2	2	4	1
**Franklin	-	-	-	-	-	-
Tensas	2	2	2	1	4	3
City Monroe	4	1	2	0	4	2
Caldwell	2	2	2	2	4	4
Total	231	137	118	79	236	144

Total net returns = 369 (61.5 percent).

**Parishes that did not participate in the study.

area; (2) specific supervisors, defined as supervisors of instruction with professional training in specific disciplines or areas and with the specialty or discipline specified in their titles; and (3) other supervisors, described as professionally-trained educators functioning as supervisors under a title other than "supervisor." From the check lists, it was found that other supervisors bore such titles as coordinators, specialists, and consultants.

The responses made to three questions by these three subgroups of supervisors were collected for comparative purposes: (1) the average number of times visits to schools were made during the school year, (2) the average number of unscheduled classroom observations each group made per year, and (3) the average number of scheduled classroom observations reported by each of the three groups.

A study of Table 2 indicates the reported frequency of school visits made per year. Five percent of the other supervisors and 4 percent of the general supervisors reported making no school visits. Six percent of the specific supervisors did not respond to this question. The following subgroups of supervisors reported the highest percentages of school visits within each range of average number of visits made to schools per year.

General supervisors reported one percent made 1-5 visits, four percent made 6-10 visits, and six percent made 11-15 visits. Specific supervisors reported three percent made 16-20 visits, six percent made 21-30 visits, and 16

Table 2

Visits to Schools--General Supervisors, Specific Supervisors and Other Supervisors

Range in Times Visited Per Year	General Supervisors		Specific Supervisors		Other Supervisory Personnel	
	Frequency	%	Frequency	%	Frequency	%
No Response	-	-	2	6	-	-
0	3	4	0	0	1	5
1 - 5	1	1	0	0	0	0
6 - 10	3	4	1	3	0	0
11 - 15	5	6	0	0	1	5
16 - 20	1	1	1	3	0	0
21 - 30	3	4	2	6	0	0
31 - 40	9	10	5	16	3	15
41 - 50	3	4	1	3	1	5
51+	<u>57</u>	<u>66</u>	<u>20</u>	<u>63</u>	<u>14</u>	<u>70</u>
	85	100	32	100	20	100

percent made 31-40 visits. Other supervisors reported five percent made 41-50 school visits. The highest percentage of school visits (70 percent) was reported by the other supervisors who made school visits 51 or more times during the school year.

Table 3 indicates the data concerning unscheduled classroom observations by general supervisors, specific supervisors, and other supervisors. Unscheduled observations were those observations about which teachers did not have advance notice of the supervisor's arrival.

Of the three groups, 11 percent of the general supervisors, 9 percent of the specific supervisors, and 5 percent of the other supervisors reported making no unscheduled classroom observations during the year. On the other hand, 20 percent of the general supervisors, 9 percent of the specific supervisors, and 10 percent of the other supervisors reported making 51 or more unscheduled classroom visits per year.

Table 4 indicates the data concerning scheduled classroom observations by general supervisors, specific supervisors, and other supervisors. Scheduled classroom observations were described in the check lists as being those observations about which teachers received advance notice of the supervisor's arrival.

A study of Table 4 indicates that 5 percent of the general supervisors, 3 percent of the specific supervisors, and 10 percent of the other supervisors reported no scheduled

Table 3

Unscheduled Classroom Observations Made Per Year--General Supervisors,
Specific Supervisors and Other Supervisors

Observations Average Times Per Year	General Supervisors		Specific Supervisors		Other Supervisors	
	Frequency	%	Frequency	%	Frequency	%
No Response	1	1	1	3	1	5
0	9	11	3	9	1	5
1 - 5	13	16	6	19	2	10
6 - 10	12	14	3	9	1	5
11 - 15	10	12	3	9	2	10
16 - 20	12	14	5	17	4	20
21 - 30	2	2	3	9	4	20
31 - 40	7	8	3	9	3	15
41 - 50	2	2	2	7	0	0
51+	<u>17</u>	<u>20</u>	<u>3</u>	<u>9</u>	<u>2</u>	<u>10</u>
	85	100	32	100	20	100

Table 4

Scheduled Classroom Observations Made Per Year--General Supervisors,
Specific Supervisors and Other Supervisors

Observations Average Times Per Year	General Supervisors		Specific Supervisors		Other Supervisors	
	Frequency	%	Frequency	%	Frequency	%
No Response	1	1	2	6	1	5
0	4	5	1	3	2	10
1 - 5	4	5	3	9	0	0
6 - 10	12	14	3	9	1	5
11 - 15	2	2	4	13	0	0
16 - 20	7	8	1	3	1	5
21 - 30	8	9	3	9	2	10
31 - 40	3	4	4	13	1	5
41 - 50	7	8	1	3	0	0
51+	<u>37</u>	<u>44</u>	<u>10</u>	<u>32</u>	<u>12</u>	<u>60</u>
	85	100	32	100	20	100

classroom observations made per year. Within the highest range, 44 percent of the general supervisors, 32 percent of the specific supervisors, and 60 percent of the other supervisors reported that they made 51 or more scheduled classroom observations during the school year.

In summary, other supervisors reported the highest percentage (10 percent) of "no" scheduled classroom observations made as well as the highest percentage (60 percent) of scheduled classroom observations made in excess of 51.

Supervisory Certification and Role Perception

Data gathered from the check lists indicates that 82 supervisors were certified in supervision and administration, 44 were certified in other areas, and 11 did not respond. These three groups were surveyed to determine the degree to which their perception of the role of a supervisor of instruction agreed with the role to which they were assigned during the 1974-75 school year.

The findings pertaining to the 11 supervisors who did not denote any areas of certification are presented in Table 5 as follows: 18 percent indicated that their perception of the role of a supervisor of instruction completely agreed with the role to which they were assigned; 55 percent responded that their perception closely agreed with their role assignment; 18 percent replied that their perception of their role assignment agreed in many respects; and nine percent responded that, in some respects, their role perception

agreed with their role assignment.

Table 5
Supervisors, Areas of Certification Not
Indicated, Their Role Perception--
Role Agreement

Agreement	Frequency	Percent
Completely	2	18
Closely	6	55
In many respects	2	18
In some respects	1	9
Not at all	0	-
	<u>11</u>	<u>100</u>

The responses of the 82 supervisors who indicated that they were certified in supervision and administration are shown in Table 6 as follows: 5 percent did not respond; 17 percent indicated that their perception of the role of a supervisor of instruction completely agreed with the role to which they were assigned; 29 percent responded that their perception closely agreed with their role assignment; 33 percent replied that their perception of their role assignment agreed in many respects; and 16 percent responded that, in some respects, their role perception agreed with their role assignment.

The responses of the 44 supervisors who indicated that they were certified in areas other than supervision and administration are presented in Table 7 as follows: 2 percent of those certified in other areas did not respond;

Table 6

Supervisors Certified in Supervision and
Administration, Their Role Perception--
Role Agreement

Agreement	Frequency	Percent
No response	4	5
Completely	14	17
Closely	24	29
In many respects	27	33
In some respects	13	16
Not at all	0	--
	82	100

Table 7

Supervisors Certified in Areas Other Than
Supervision and Administration, Their
Role Perception--Role Agreement

Agreement	Frequency	Percent
No response	1	2
Completely	2	5
Closely	15	34
In many respects	14	32
In some respects	12	27
Not at all	0	--
	44	100

5 percent replied that their perception of the role of a supervisor of instruction completely agreed with the role to which they were assigned; 34 percent signified that their perception closely agreed with their role assignment; 32 percent replied that their role perception and role assignment agreed in many respects; and 27 percent indicated that, in some respects, their perception agreed with their role assignment.

In summarizing the findings in Tables 5, 6, and 7, it was noted that 91 percent of those who did not signify their area(s) of certification indicated that their perception of the role of a supervisor of instruction either completely, closely, or in many respects agreed with the role to which they were assigned. Seventy-nine percent of the supervisors certified in supervision and administration reported that their perception of the role of a supervisor of instruction either completely, closely, or in many respects agreed with their role assignment; and 71 percent of those supervisors certified in areas other than supervision and administration indicated that their role perception either completely, closely, or in many respects agreed with their role assignment. No respondents indicated that their role perception and role assignment did not agree.

Professional Background and Perception
of the Principal's Role

From the check lists, data indicated that a total of 65 supervisors, or 47 percent of the total supervisory respondents, had principalship experience. A total of 72 supervisors, or 53 percent of the total supervisory respondents, reported no principalship experience. In the supervisors' check list, the participants were asked to respond to the statement, "The principal should assume a major role in classroom observations." These two groups, those with and those without principalship experience, were surveyed to determine the extent to which they agreed with the statement.

In Table 8, the 65 supervisors with principalship experience responded to the statement pertaining to the principal's assuming a major role in classroom observations as follows: 3 percent did not respond; 89 percent strongly agreed; 6 percent agreed; and 2 percent disagreed. No one in this category responded that they strongly disagreed, or that they had no opinion.

In Table 9, the 72 supervisors without principalship experience reacted to the statement pertaining to the principal's assuming a major role in classroom observations: 85 percent strongly agreed; 12 percent agreed; no one indicated that they disagreed; 3 percent strongly disagreed; and no one responded "No opinion."

Table 8

Supervisors With Principalship Experience--
Perceptions of Principal's Role

Agreement	Frequency	Percent
No response	2	3
Strongly agree	58	89
Agree	4	6
Disagree	1	2
Strongly disagree	0	0
No opinion	0	0
	<u>65</u>	<u>100</u>

Table 9

Supervisors Without Principalship Experience--
Perceptions of Principal's
Role

Agreement	Frequency	Percent
No response	0	0
Strongly agree	61	85
Agree	9	12
Disagree	0	0
Strongly disagree	2	3
No opinion	0	0
	<u>72</u>	<u>100</u>

In summarizing the responses of supervisors to the statement pertaining to the principal's assuming a major role in classroom observations, the data in Tables 8 and 9 illustrates a high degree of congruence between the responses of the two groups of supervisors. Ninety-five percent of the supervisors with principalship experience responded that either they strongly agreed (89 percent), or they agreed (6 percent), that the principal should assume a major role in classroom observations. A higher percentage (97 percent) of the supervisors without principalship experience indicated that, either they strongly agreed (85 percent), or they agreed (12 percent), that the principal should assume a major role in classroom observations. Only 5 percent of the total responding supervisors either disagreed (2 percent of those with principalship experience), or strongly disagreed (3 percent of those without principalship experience).

Supervisor's Years of Educational Experience
and Supervisor's Perception of Future Roles
of Supervisor of Instruction

In the supervisors' check list, the question was asked, "How do you envision the future role of the supervisor of instruction?" Nine roles were listed and the participants were requested to rank from 1-5 those roles which they predicted would be of major importance, and from 6-9 those roles they predicted would be the least important. In addition, the respondents were requested to give their first choice the rank of "1."

The supervisors of instruction were divided into three groups according to total years of experience in the field of education: 1-10 years, 11-20 years, and 21 or more years.

In Table 10 is shown the rank order of the future roles of supervisors of instruction as indicated by five supervisors with 1-10 years of educational experience.

Role (d), "To provide assistance to teachers on a 1-1 basis," was ranked first because it received the highest percentage of "1" rankings as well as the highest total percentage (100 percent) in the 1-5 range of major importance.

Second in order of rank was role (e), "To focus on work in human relations." One hundred percent of the supervisors gave it a ranking within the 1-5 range of major importance.

Role (b), "To conduct long-range instructional planning," was ranked third. It received 80 percent of the rankings within the 1-5 range of major importance; 20 percent of the supervisors gave it a rank of "6" (among roles of least importance).

In fourth place was role (h), "To head teacher in-service staff development." Eighty percent of the supervisors placed it within the 1-5 range of ranking for roles of major importance, and 20 percent gave it a rank of "6" (among roles of least importance).

Fifth in order of rank was role (f), "To evaluate programs (new and existing)." Sixty percent of the

Table 10*

Future Roles of Supervisors of Instruction Ranked by Supervisors
of Instruction With 1-10 Years Educational Experience

Future Roles	Rank Order	Percentages of Rankings									
		0	1	2	3	4	5	6	7	8	9
d) To provide assistance to teachers on a 1-1 basis	1		60	20			20				
e) To focus on work in human relations	2		20	20	40		20				
b) To conduct long-range instructional planning	3			20	20	40		20			
h) To head teacher in-service and staff development	4		20			40	20	20			
f) To evaluate programs (new and existing)	5			20	20	20				40	
g) To present innovations in curriculum	6	20			20		20			20	20
a) To evaluate teachers	7	20	20	20							40
i) To direct experiments, to conduct pilot studies	8	20					20	20		20	20
c) To monitor planned changes in programs	9	20						20	60		

*Rankings from 1-5 indicate roles predicted to be of major importance.

Rankings from 6-9 indicate roles predicted to be the least important.

supervisors assigned it a ranking within the 1-5 range for roles of major importance, and 40 percent gave it a rank of "8" (among roles of least importance).

Role (g), "To present innovations in curriculum," was ranked sixth; 20 percent of the supervisors did not rank this role. It received 40 percent of its rankings within the 1-5 range of major importance, and 40 percent of its rankings within the 6-9 range of least importance.

In seventh place was role (a), "To evaluate teachers." Twenty percent of the supervisors did not rank this role. Forty percent of the supervisors placed it within the 1-5 range of major importance, and 40 percent of the supervisors placed it within the 6-9 range of least importance.

Role (i), "To direct experiments, to conduct pilot studies," was ranked eighth. Twenty percent of the supervisors did not rank this role. Twenty percent gave it a rank of "5" among roles of major importance, and 60 percent placed it within the 6-9 range for roles of least importance.

Ninth in order of rank was role (c), "To monitor planned changes in programs." Twenty percent of the supervisors did not rank this role, and 80 percent placed it within the 6-9 range of roles of least importance.

In Table 11 is shown the rank order of the future roles of supervisors of instruction as indicated by 37 supervisors with 11-20 years of educational experience.

Role (b), "To conduct long-range instructional planning," was ranked first because it received the highest

Table 11*

Future Roles of Supervisors of Instruction Ranked by Supervisors
of Instruction With 11-20 Years Educational Experience

Future Roles	Rank Order	Percentages of Rankings									
		0	1	2	3	4	5	6	7	8	9
b) To conduct long-range instructional planning	1	3	27	13	19	14	11	3	3	8	
h) To head teacher in-service and staff development	2		14	19	24	14	8	5	3	14	
d) To provide assistance to teachers on a 1-1 basis	3		35	16	8	8	3	8	8	8	5
f) To evaluate programs (new and existing)	4			8	19	19	21	16	11	5	
g) To present innovations in curriculum	5	3		8	8	22	16	14	19	11	
a) To evaluate teachers	6	3	22	10	5	8	8	5	10	5	21
c) To monitor planned changes in programs	7	5		8	8	14	16	19	14	14	3
e) To focus on work in human relations	8		5	14	8	3	8	11	16	16	19
i) To direct experiments, to conduct pilot studies	9	3		8	5		11	14	8	10	41

*Rankings from 1-5 indicate roles predicted to be of major importance.

Rankings from 6-9 indicate roles predicted to be the least important.

total percentage (84 percent) within the 1-5 range of roles of major importance. Three percent of these supervisors did not rank this role. Fourteen percent of the supervisors placed it within the 6-9 range for roles of least importance.

Second in rank order was role (h), "To head teacher in-service and staff development." Seventy-nine percent of the supervisors assigned it a ranking within the 1-5 range of major importance; 22 percent placed it within the 6-9 range of least importance.

Role (d), "To provide assistance to teachers on a 1-1 basis," was ranked third. Seventy percent of the supervisors ranked it within the 1-5 range of roles of major importance, while 29 percent ranked it within the 6-9 range of roles of least importance.

In fourth place was role (f), "To evaluate programs (new and existing)." Sixty-seven percent of the supervisors placed it within the 1-5 range of roles of major importance, and 32 percent placed it within the 6-9 range of roles of least importance.

Fifth in rank order was role (g), "To present innovations in curriculum." Three percent of the supervisors did not rank this role. Fifty-four percent of the supervisors assigned it a ranking within the 1-5 range for roles of major importance. Forty-four percent placed it within the 6-9 range for roles of least importance.

Role (a), "To evaluate teachers," was ranked sixth.

Three percent of the supervisors did not rank this role. It received 53 percent of its rankings within the 1-5 range for roles of major importance. Forty-one percent of the supervisors assigned it a ranking within the 6-9 range for roles of least importance.

In seventh place was role (c), "To monitor planned changes in programs." Five percent of the supervisors did not rank this role. Forty-six percent of the supervisors placed it within the 1-5 range for roles of major importance, and 50 percent of the supervisors assigned it a ranking within the 6-9 range for roles of least importance.

Role (e), "To focus on work in human relations," was ranked eighth. Thirty-eight percent of the supervisors ranked it within the 1-5 range for roles of major importance, and 62 percent of the supervisors placed it within the 6-9 range for roles of least importance.

Ninth in rank order was role (i), "To direct experiments, to conduct pilot studies." Three percent of the supervisors did not rank this role. Twenty-four percent of the supervisors placed it within the 1-5 range for roles of major importance, and 73 percent assigned its position within the 6-9 range for roles of least importance.

In Table 12 is shown the rank order of the future roles of supervisors of instruction as indicated by 95 supervisors with 21 or more years of educational experience.

Role (b), "To conduct long-range instructional planning," was ranked first because it received the highest

Table 12

Future Roles of Supervisors of Instruction Ranked by Supervisors
of Instruction With 21+ Years Educational Experience

Future Roles	Rank Order	Percentages of Rankings									
		0	1	2	3	4	5	6	7	8	9
b) To conduct long-range instructional planning	1	4	29	22	13	12	8	6	3	1	1
h) To head teacher in-service and staff development	2	5	28	16	14	9	14	2	4	6	1
f) To evaluate programs (new and existing)	3	5	12	19	24	12	8	7	6	4	2
d) To provide assistance to teachers on a 1-1 basis	4	5	31	17	8	7	8	9	4	5	4
g) To present innovations in curriculum	5	5	12	13	12	16	13	9	13	5	13
a) To evaluate teachers	6	7	26	12	4	4	8	11	5	3	19
c) To monitor planned changes in programs	7	7	9	8	9	7	11	16	12	13	7
e) To focus on work in human relations	8	5	13	7	9	8	7	8	15	14	13
i) To direct experiments, to conduct pilot studies	9	4	9	5	8	5	8	9	9	16	24

*Rankings from 1-5 indicate roles predicted to be of major importance.

Rankings from 6-9 indicate roles predicted to be the least important.

total percentage (84 percent) within the 1-5 range for roles of major importance. Four percent of the supervisors did not rank this role, and 11 percent placed it within the 6-9 range for roles of least importance.

Second in rank order was role (h), "To head teacher in-service and staff development." Five percent of the supervisors did not rank this role. Eighty-one percent of the supervisors placed it within the 1-5 range for roles of major importance, and 13 percent gave it a ranking within the 6-9 range for roles of least importance.

Role (f), "To evaluate programs (new and existing)," was ranked third. Five percent of the respondents did not rank this role. Seventy-five percent of the supervisors placed it within the 1-5 range for roles of major importance, while 19 percent ranked it among the 6-9 range for roles of least importance.

In fourth place was role (d), "To provide assistance to teachers on a 1-1 basis." Five percent of the supervisors did not rank this role. Seventy-one percent of the supervisors placed it within the 1-5 range for roles of major importance, and 22 percent gave it a ranking within the 6-9 range for roles of least importance.

Fifth in rank order was role (g), "To present innovations in curriculum." Five percent of the supervisors did not rank this role. Sixty-six percent of the supervisors assigned it a ranking within the 1-5 range for roles of major importance, and 40 percent assigned it a ranking within the

6-9 range for roles of least importance.

Role (a), "To evaluate teachers," was ranked sixth. Seven percent of the supervisors did not rank this role. Fifty-four percent of the supervisors ranked it within the 1-5 range for roles of major importance, and 38 percent assigned it a ranking within the 6-9 range for roles of least importance.

In seventh place was role (c), "To monitor planned changes in programs." Seven percent of the supervisors did not rank this role. Forty-four percent of the supervisors placed it within the 1-5 range for roles of major importance, and 48 percent of the supervisors ranked it within the 6-9 range for roles of least importance.

Role (e), "To focus on work in human relations," was ranked eighth. Five percent of the supervisors did not rank this role. Forty-four percent of the supervisors ranked it within the 1-5 range for roles of major importance, and 50 percent of the supervisors placed it within the 6-9 range for roles of least importance.

Ninth in ranking order was role (i), "To direct experiments, to conduct pilot studies." Four percent of the supervisors did not rank this role. Thirty-five percent of the supervisors placed it within the 1-5 range for roles of major importance and 58 percent assigned its position within the 6-9 range for roles of least importance.

In Table 13 is shown a summary of the rank order of future roles of supervisors of instruction as reported by

Table 13

Future Roles of Supervisors of Instruction Ranked According to Years
Educational Experience of Supervisors of Instruction--Summary

Rank Order	Years of Educational Experience		
	1-10	11-20	21+
1	(d) To provide assistance to teachers on a 1-1 basis	(b) To conduct long-range instructional planning	(b) To conduct long-range instructional planning
2	(e) To focus on work in human relations	(h) To head teacher in-service and staff development	(h) To head teacher in-service and staff development
3	(b) To conduct long-range instructional planning	(d) To provide assistance to teachers on a 1-1 basis	(f) To evaluate programs (new and existing)
4	(h) To head teacher in-service and staff development	(f) To evaluate programs (new and existing)	(d) To provide assistance to teachers on a 1-1 basis
5	(f) To evaluate programs (new and existing)	(g) To present innovations in curriculum	(g) To present innovations in curriculum
6	(g) To present innovations in curriculum	(a) To evaluate teachers	(a) To evaluate teachers
7	(a) To evaluate teachers	(c) To monitor planned changes in programs	(c) To monitor planned changes in programs
8	(i) To direct experiments, to conduct pilot studies	(e) To focus on work in human relations	(e) To focus on work in human relations
9	(c) To monitor planned changes in programs	(i) To direct experiments, to conduct pilot studies	(i) To direct experiments, to conduct pilot studies

supervisors of instruction who were grouped according to total years of educational experience (1-10, 11-20, and 21 or more years).

Two groups of supervisors, those with 11-20 years of educational experience and those with 21 or more years of educational experience, ranked the same five roles of supervisors of instruction (b, h, d, f, and g) within the 1-5 range for future roles of major importance, and they ranked the same four roles of supervisors of instruction (a, c, e, and i) within the 6-9 range for future roles of least importance.

The rank order of future roles by supervisors of instruction with 1-10 years of experience was somewhat different. Four of the five roles that they ranked as being of major importance (roles d, b, h, and f), agreed with the rank order of the roles by the group with 11-20 years of educational experience as well as the group with 21 or more years of educational experience. However, role (e), "To focus on work in human relations," was ranked second (among roles of major importance) by supervisors with 1-10 years of educational experience, and it was ranked eighth (among roles of least importance), by each of the two more experienced groups. The other difference was in the ranking of role (g), "To present innovations in curriculum." Supervisors with 1-10 years of educational experience ranked role (g) sixth, or within the 6-9 range for roles of least importance, while the two groups of supervisors with more years of educational

experience ranked it fifth, or within the 1-5 range for roles of major importance.

Additional Findings Pertaining to Supervisory Tasks

The purpose of this section of the chapter is to present additional findings pertaining to supervisory tasks that were reported in the supervisors' check lists.

A study of Table 14 indicates that 88 percent, or 120 elementary supervisors of instruction reported that classroom observations of non-tenured teachers were required of supervisors of instruction during the 1974-75 school year. Eleven percent, or 16 supervisors, responded that observations of non-tenured teachers were not required, and one percent of the participants did not reply to the question.

Table 14

Classroom Observations of Non-Tenured Teachers
by Supervisors of Instruction

Classroom Observations	Frequency	Percent
1. No response	1	1
2. Are required	120	88
3. Are not required	<u>16</u>	<u>11</u>
	137	100

As shown in Table 15, supervisors of instruction indicated the minimum number of classroom observations that they were required to make per year of first-year teachers. Five percent responded one observation per year; 23 percent indicated two observations per year; 23 percent indicated three observations per year; and 28 percent reported 4 or more observations per year.

Table 15

Required Yearly Classroom Observations of
Non-Tenured Teachers by Supervisors
of Instruction

Status and Observations	Frequency	Percent
A. First-year Teachers		
1. No response	29	21
2. One observation/year	7	5
3. Two observations/year	31	23
4. Three observations/year	32	23
5. Four or more observations/year	38	28
	<u>137</u>	<u>100</u>
B. Second-year Teachers		
1. No response	31	23
2. One observation/year	11	8
3. Two observations/year	37	27
4. Three observations/year	27	20
5. Four or more observations/year	31	22
	<u>137</u>	<u>100</u>
C. Third-year Teachers		
1. No response	32	23
2. One observation/year	12	9
3. Two observations/year	35	26
4. Three observations/year	27	20
5. Four or more observations/year	31	22
	<u>137</u>	<u>100</u>

The data indicated that supervisors of instruction were required to make more classroom observations per year (4 or more) of first-year teachers than they were required to make of second-year teachers (22 percent responded 4 or more) or of third-year teachers (22 percent responded 4 or more).

In Table 16 is reported the classroom observations of tenured teachers by supervisors of instruction. Seven percent of the supervisors did not respond to this question. Twenty-nine percent reported that classroom observations of tenured teachers (by supervisors of instruction) were not required; and 12 percent replied that classroom observations were made on request only. Thirty-four percent of the supervisors reported that classroom observations of tenured teachers were required a minimum of one time a year, and 18 percent indicated that two or more yearly observations of tenured teachers were required.

Estimates of the amount of time supervisors of instruction spent in the central office during the 1974-75 school year are shown in Table 17. Three percent did not respond to this question.

Percentage responses and the estimated amount of time spent in the central office were as follows: 2 percent, less than a half-day a month; 1 percent, one-half day a month; 3 percent, one day a month; 9 percent, two days a month; 30 percent, three to five days a month; 27 percent six to ten days a month; 17 percent, eleven to fifteen days

Table 16

Classroom Observations of Tenured Teachers
by Supervisors of Instruction

Classroom Observations	Frequency	Percent
No response	9	7
1. Classroom observations are not required	40	29
2. Classroom observations are made on request only	17	12
3. Classroom observations are required and involve		
a) a minimum of one visit/year	46	34
b) two or more visits yearly	<u>25</u>	<u>18</u>
	<u>137</u>	<u>100</u>

Table 17

Estimates of Amount of Time Supervisors of
Instruction Spent in Central Office
During 1974-75 School Year

	Frequency	Percent
No response	4	3
Less than $\frac{1}{2}$ day/mo.	2	2
$\frac{1}{2}$ day/mo.	1	1
1 day/mo.	4	3
2 days/mo.	12	9
3 - 5 days/mo.	43	30
6 - 10 days/mo.	37	27
11 - 15 days/mo.	23	17
16 + days/mo.	<u>11</u>	<u>8</u>
	<u>137</u>	<u>100</u>

a month; and 8 percent, sixteen or more days a month.

A list of 13 central office tasks were included in the supervisors' check list. Respondents were requested to indicate the relative amount of time spent performing each task during the 1974-75 school year.

Zero indicated that the task was not performed; "one" specified the task on which the most time was spent; "two" indicated the task was performed, but not as much time as was spent performing task "one." Participants were directed to continue numbering, with the highest number indicating the task on which the least time was spent.

The percentages for the 13 tasks and the 14 possible ratings (0-13) were placed in a grid. In order to determine the relative amounts of time that supervisors spent performing central office tasks, task percentages were grouped. Percentages within the 1-6 ratings were combined, and percentages within the 7-13 ratings were combined. After studying the percentages of supervisors who indicated that they did not perform the tasks at all, it was determined to include these results with those tasks which were performed the least amount of time.

In Table 18 are shown the data collected to determine the relative amounts of time that supervisors of instruction spent performing central office tasks. The resulting relative percentages of times spent performing central office tasks were as follows.

Task (j), "General office routine (completing

Table 18

Assigned Relative Positions of Central Office Tasks
by Supervisors of Instruction*

Assigned Position	Central Office Tasks	Percent Within 1-6 Range	Percent of Tasks Within 7-13 Range + Percent of Tasks Not Performed	Percent of No Response
1	j) General office routine (completing reports, forms, records; answering mail, returning phone calls)	85	14	1
2	d) Evaluating and/or selecting instructional materials and equipment	82	18	0
3	g) Planning with specialists & consultants, publishers' representatives, visiting teachers, central office staff	72	28	0
4	i) Attending staff meetings	66	32	2
5	b) Attending and/or directing committee meetings	61	38	1
6	a) Preparing curriculum guides and/or policy manuals and procedural bulletins	45	53	2

*1-6 range: the higher percentages indicate the tasks on which supervisors spent the most time. 7-13 range: the higher percentages indicate the tasks on which supervisors spent the least amount of time.

Table 18 (continued)

Assigned Position	Central Office Tasks	Percent Within 1-6 Range	Percent of Tasks Within 7-13 Range + Percent of Tasks Not Performed	Percent of No Response
7	c) Writing proposals for federal funding	34	64	2
8	f) Assisting in planning guidance services (reviewing testing programs, making recommendations)	33	67	0
9	e) Conferring with state supervisors	28	70	2
10	k) Interviewing teacher applicants	28	70	2
11	l) Writing special reports and/or research studies (School Board Members' request) for presentation at School Board meetings	28	72	0
12	m) Approving special request forms for school personnel (field trips, out-of-parish conferences, vacations)	12	86	2
13	h) Assisting with the building and planning program (working with architects, resource persons to planning department)	10	89	1

reports, forms, records; answering mail, returning phone calls)," was the task that 85 percent of the respondents placed first as the one on which they spent the most time.

Eighty-two percent of the supervisors assigned second place to task (d), "Evaluating and/or selecting instructional materials and equipment."

Seventy-two percent of the respondents placed as third, task (g), "Planning with specialists and consultants, publishers' representatives, visiting teachers, central office staff."

Fourth place went to task (i), "Attending staff meetings," as determined by 66 percent of the supervisors.

Task (b), "Attending and/or directing committee meetings," received 61 percent of the supervisors' responses for fifth place.

Forty-five percent of the supervisors assigned sixth place to task (a), "Preparing curriculum guides and/or policy manuals and procedural bulletins."

Task (c), "Writing proposals for federal funding," was designated as seventh by 34 percent of the supervisors.

Eighth place went to task (f), "Assisting in planning guidance services (reviewing testing programs, making recommendations)," as determined by 33 percent of the respondents.

Task (e), "Conferring with state supervisors," and task (k), "Interviewing teacher applicants," tied for ninth and tenth places, both with 28 percent responses from supervisors. Ninth place was awarded to task (e), and tenth

place to task (k) because task (e) received a lower percentage (19 percent) of supervisors who did not perform the task [34 percent reported that they did not perform task (k)].

Twenty-eight percent of the supervisors' responses placed as eleventh, task (l), "Writing special reports and/or research studies (School Board Members' request) for presentation at School Board meetings."

Twelfth place was assigned to task (m), "Approving special request forms for school personnel (field trips, out-of-parish conferences, vacations) as determined by 12 percent of the respondents.

Task (h), "Assisting with the building and planning program (working with architects, resource persons to planning department)," was assigned thirteenth position as determined by 10 percent of the supervisory respondents.

The data presented in Table 19 indicates the approximate number of professional conferences or meetings attended by elementary supervisors of instruction during the 1974-75 school year and how their expenses to the conferences were paid. Three percent did not respond to this question. Five percent of the respondents attended one meeting or conference; 26 percent attended two to four meetings or conferences; and 66 percent attended five or more meetings or conferences.

Table 19

Professional Meetings or Conference Attendance
by Supervisors of Instruction

Meetings/Conferences	Frequency	Percent
1. No response	4	3
2. One meeting/conference	7	5
3. Two-four meetings/conferences	35	26
4. Five or more meetings/conferences	<u>91</u>	<u>66</u>
	137	100

Expenses	Frequency	Percent
1. No response	4	3
2. Personal assumption	10	7
3. School system assumption		
a) All expenses	111	81
b) Travel expenses only	9	7
c) Food and lodging only	0	0
d) Organizational or conference dues only	<u>3</u>	<u>2</u>
	137	100

Three percent did not indicate how their expenses were met. Seven percent personally assumed their expenses of the meetings or conferences. In regard to expenses being paid by a school system, 81 percent reported all expenses were paid, 7 percent responded that only travel expenses were paid, and 2 percent checked that only organizational or conference dues were paid.

In summary, 126 respondents, or 92 percent of the supervisors of instruction attended two or more professional meetings or conferences during the school year, and 81 percent indicated that all expenses were paid by their respective school systems.

Additional Data from Check Lists of Supervisors of
Instruction, Principals and Teachers

The purpose of this section of the chapter is to present additional data collected from the check lists of supervisors of instruction, principals, and teachers.

In Table 20 are shown principals' and teachers' responses to the request, "Indicate the degree to which you, personally, have found the services of the supervisor of instruction to be supportive, worthwhile, or helpful during the 1974-75 school year."

Table 20

Rating Services of Supervisors of Instruction
by Principals and Teachers

Ratings	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
No response	1	1	0	-
High	13	16	13	9
More than adequate	15	19	14	10
Adequate	33	42	50	35
Little	14	18	34	23
Not at all	<u>3</u>	<u>4</u>	<u>33</u>	<u>23</u>
	79	100	144	100

One percent of the principals did not respond; 16 percent responded to a "high" degree; 19 percent indicated supervisory services were "more than adequate"; 42 percent indicated "adequate"; 18 percent considered supervisory services as "little"; and 4 percent indicated that supervisory

services were not supportive, worthwhile, or helpful.

Nine percent of the teachers responded that they considered supervisory services to be "high," 10 percent rated the services "more than adequate," 35 percent indicated the services to be "adequate," 23 percent responded that the services were "little," and 23 percent indicated that supervisory services were not supportive, worthwhile, or helpful.

In summary, 35 percent of the principals compared to 19 percent of the teachers responded that supervisory services were "more than adequate" to "high." Forty-two percent of the principals, to 35 percent of the teachers considered the services "adequate." And, more than twice the percentage of teachers (46 percent), than principals (22 percent), considered supervisory services "little" or "not at all" supportive, worthwhile or helpful.

In Table 21 are shown the responses of principals and teachers to the statement, "Indicate the degree to which you felt 'comfortable' in the presence of the supervisor of instruction."

One percent of the principals did not respond to the statement. Seventy-four percent replied that they "always" felt comfortable in the presence of the supervisor; 19 percent checked "usually"; 4 percent responded "sometime"; 1 percent replied "seldom"; and 1 percent indicated that

they "never" felt comfortable in the presence of the supervisor of instruction.

Table 21
Feelings of Comfort of Principals and
Teachers in Presence of Supervisors
of Instruction

Felt Comfortable	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
No response	1	1	3	2
Always	58	74	52	36
Usually	15	19	50	35
Sometime	3	4	18	12
Seldom	1	1	10	7
Never	<u>1</u>	<u>1</u>	<u>11</u>	<u>8</u>
	79	100	144	100

Two percent of the teachers did not respond to the question. Thirty-six percent of the teachers replied that they "always" felt comfortable in the presence of the supervisor; 35 percent indicated "usually"; 12 percent responded "sometime"; 7 percent checked "seldom"; and 8 percent indicated that they "never" felt comfortable in the presence of the supervisor of instruction.

In summary, 74 percent of the principals to 36 percent of the teachers stated that they "always" felt comfortable in the presence of the supervisor of instruction. Thirty-five percent of the teachers to 19 percent of the principals indicated that they "usually" felt comfortable;

and 12 percent of the teachers to 4 percent of the principals replied "sometime." Fifteen percent of the teachers to 2 percent of the principals indicated that they "seldom" or "never" felt comfortable in the presence of the supervisor of instruction.

In Table 22 are shown the degrees of consensus of supervisors of instruction, principals, and teachers to the statement, "The principal should assume a major role in classroom observations."

One percent of the supervisors of instruction did not respond. Eighty-seven percent of the supervisors "strongly agreed" with the statement; 10 percent "agreed"; 1 percent "disagreed"; and 1 percent "strongly disagreed" that principals should assume a major role in classroom observations.

Two percent of the principals did not respond. Seventy-two percent "strongly agreed" with the statement; 22 percent "agreed"; and four percent "disagreed" that principals should assume a major role in classroom observations.

Four percent of the teachers did not respond. Forty-four percent of the teachers "strongly agreed" with the statement; 46 percent "agreed"; 5 percent "disagreed"; and 1 percent "strongly disagreed" that principals should assume major roles in classroom observations.

While the percentages of returns indicated that supervisors of instruction more "strongly" agreed (87 percent) that the principal should assume a major role in classroom

Table 22

Degrees of Consensus Among Supervisors of Instruction, Principals
and Teachers to Principal's Role in Classroom Observations

Degrees of Perception	Supervisors of Instruction		Principals		Teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No response	2	1	2	2	6	4
Strongly agree	119	87	57	72	64	44
Agree	13	10	17	22	66	46
Disagree	1	1	3	4	7	5
Strongly disagree	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>1</u>
	137	100	79	100	144	100

observations, a comparison of data showed that there was a high degree of consensus among the three groups, supervisors of instruction (96 percent), principals (94 percent) and teachers (90 percent) that principals should assume a major role in classroom observations.

Supervisors of instruction, principals, and teachers responded to the section in their respective check lists requesting, "Rank the following characteristics which, in your opinion, best describe the 'ideal' supervisor of instruction." One, two, or three (1, 2, 3) were assigned to those characteristics considered the most important; 4, 5, or 6 were rankings for those considered second in importance; 7, 8, 9, or 10 were rankings for those considered least important.

In Table 23 are shown the results: the following traits ranked 1, 2, or 3, or among the most important characteristics: "Knowledgeable" and "Helpful" were ranked first and second, respectively, by each of the three groups of professionals. Supervisors included "Innovative" as an important quality, while principals and teachers considered "Friendly" among the most important characteristics of supervisors of instruction.

Traits ranked 4, 5, or 6 were considered second in importance. Supervisors included "Friendly" and "Consistent" and there was a consensus among the three groups that "Objective" be included. Principals selected "Enthusiastic." Both principals and teachers considered "Dependable" and

Table 23

Ranking of Ideal Characteristics of Supervisors of Instruction by
Supervisors of Instruction, Principals and Teachers

Ranking	Supervisors of Instruction		Principals		Teachers	
	Characteristic	Mean	Characteristic	Mean	Characteristic	Mean
1	Knowledgeable	1.72	Knowledgeable	1.78	Knowledgeable	2.19
2	Helpful	2.82	Helpful	2.89	Helpful	2.86
3	Innovative	3.00	Friendly	3.18	Friendly	3.58
4	Friendly	3.31	Enthusiastic	3.32	Objective	3.64
5	Objective	3.62	Dependable	3.62	Dependable	4.00
6	Consistent	3.64	Objective	3.60	Innovative	4.03
7	Empathetic	3.68	Consistent	3.67	Enthusiastic	4.03
8	Dependable	3.73	Innovative	3.69	Consistent	4.15
9	Flexible	4.02	Empathetic	4.16	Flexible	4.31
10	Enthusiastic	4.29	Flexible	4.49	Empathetic	4.52

"Objective" as traits of secondary importance, and teachers included "Innovative."

Traits ranked 7, 8, 9, or 10 were considered least important. A consensus among the three groups included "Empathetic" and "Flexible." Supervisors placed "Dependable" and "Enthusiastic" among the least important; principals and teachers included "Consistent," principals placed "Innovative," and teachers ranked "Flexible" as least important characteristics of a supervisor of instruction.

In summary, the greatest consensus was between principals and teachers as to the rank order of ideal characteristics of supervisors of instruction. They agreed three out of three, on those characteristics considered most important; two out of three on characteristics considered second in importance; and three out of four on characteristics considered least important.

Additional "ideal" characteristics listed by supervisors for supervisors of instruction were: skillful, persistent, competent, dedicated, patient, ethical, and "sense of humor."

Personal Data Reported by Supervisors of Instruction, Principals and Teachers

The purpose of this section of the chapter is to use the personal data gathered from checklists of supervisors of instruction, principals and teachers to provide descriptive backgrounds of the population who responded to the supervisory tasks.

Supervisors of Instruction--Personal Data

As shown in Table 24, 137 supervisors of instruction responded to the inquiry pertaining to the grade range of their supervisory responsibilities.

Table 24

Grade Ranges of Responsibilities--
Supervisors of Instruction

Grade Range	Frequency	Percent
K - 3	5	4
K - 4	1	1
K - 5	3	2
K - 6	26	18
K - 7	1	1
K - 8	16	12
1 - 6	1	1
1 - 8	1	1
4 - 6	3	2
4 - 8	1	1
K - 9	1	1
1 - 9	1	1
1 - 12	5	4
4 - 12	1	1
K - 12	36	25
6 - 8	1	1
6 - 12	3	2
7 - 9	1	1
7 - 12	26	18
Special Ed.	<u>4</u>	<u>3</u>
	137	100

Seven percent reported that their grade range did not extend past the fifth grade. Thirty-six percent of the respondents indicated that their grade range encompassed primary, intermediate, and middle school grades with no

grade level responsibility higher than the eighth. Thirty-two percent responded an expanse of responsibilities from kindergarten through some, or all, of the high school grades; and 22 percent indicated assignments for middle and high school grade levels. Three percent reported that their responsibilities rested completely in special education.

In summary, considering the highest concentration of grade level responsibilities, grade level assignments reported by more than 10 percent of the supervisors were as follows: K-6 (18 percent), K-8 (12 percent), K-12 (25 percent), and 7-12 (18 percent).

Data in Table 25 indicates titles under which the respondents functioned as elementary supervisors of instruction during the 1974-75 school year. Sixty-two percent of the participants reported titles of Supervisor, General Supervisor, or Supervisor of Instruction.

Table 25

Titles Under Which Supervisors of Instruction
Functioned, 1974-75 School Year

Titles	Frequency	Percent
1. General Supervisors of Instruction	85	62
2. Supervisors (Specific Area or Discipline)	31	23
3. "Other" Supervisory Personnel	<u>20</u>	<u>15</u>
	137	100

Twenty-three percent reported titles indicating supervisory responsibilities in specialized disciplines or areas. Examples in which the title "supervisor" preceded specific disciplines and/or areas were reported as follows: Supervisor of Reading and Social Studies; Supervisor of Language Arts and Social Studies, Supervisor of Science and Math; Supervisor of Reading and Math; Supervisor of Instruction and Visiting Teacher; Supervisor of Special Education and Kindergarten; Supervisor of CODOFIL and Foreign Languages; Supervisor of Elementary Instruction and Special Education; Supervisor of Health, Physical Education and Art; Supervisor of Music and Art; Supervisor of Elementary and Secondary; Supervisor of Elementary Instruction and Supervisor of Guidance, Certification. Throughout this paper, supervisors who specialized in disciplines or areas were referred to as "specific" supervisors.

Fifteen percent of the supervisors functioned under titles other than "supervisor of instruction." At the assistant superintendency level, sample titles reported were: Assistant Superintendent and Supervisor of Instruction; Assistant Superintendent, Instruction and Curriculum; and Assistant Superintendent, Elementary Education. Under the designation, "coordinator," sample titles included: Science Coordinator, General Coordinator of Instruction, Music Coordinator, Observatory Director and Coordinator of Elementary Science, Coordinator of Language Arts, Math Coordinator, and Coordinator of Parish Curriculum. Under the term,

"consultant," supervisors reported titles such as: General Elementary Consultant, Mathematics Consultant, Science Consultant, Reading Consultant, and Consultant of Language Arts. Additional titles used for individuals functioning as supervisors of instruction were reported as: Associate Director of Reading, In-service Specialist, and Reading Specialist. In this paper, other supervisors are defined as professionally-trained educators who function as supervisors of instruction under titles other than "supervisor."

In Table 26 are indicated the highest degrees earned by supervisors of instruction who participated in the study. One percent reported a B.A. or B.S. degree, 20 percent indicated Master's degrees, 66 percent signified a Master's degree + 30 graduate hours, 6 percent indicated specialists certificates, and 7 percent reported doctoral degrees.

Table 26

Highest Degrees Earned--Supervisors
of Instruction

Degree	Frequency	Percent
1. B.A. or B.S.	2	1
2. Master's	27	20
3. Master's + 30	90	66
4. Specialist	8	6
5. Doctorate	<u>10</u>	<u>7</u>
	137	100

In summary, 79 percent of the supervisors of instruction reported Master's degrees + 30 graduate hours or above.

Data shown in Table 27 signifies that 60 percent of the supervisors of instruction reported being certified in supervision and administration; 32 percent reported certification in other areas, and 8 percent did not respond to the question.

Table 27
Certification--Supervisors of Instruction

Status	Frequency	Percent
1. No response	11	8
2. Certified in supervision and administration	82	60
3. Certified in other areas	<u>44</u>	<u>32</u>
	137	100

The data presented in Table 28 indicates the responses of supervisors of instruction in regard to principalship and teaching background experiences. Of 137 supervisors of instruction, 65 (47 percent) reported principalship experience.

Fifty-four percent of the 65 supervisors of instruction reported elementary principalship experience. Of this number, 29 percent indicated elementary teaching experience, 14 percent reported secondary teaching experience, and 11 percent indicated both elementary and secondary

Table 28

Principalship and Teaching Experience--65 Supervisors of Instruction

Teaching Experience	Elementary Principalship		Elementary & Secondary Principalship		Secondary Principalship	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1. Elementary	19	29	0	0	0	0
2. Secondary	9	14	7	11	11	17
3. Elementary and Secondary	<u>7</u>	<u>11</u>	<u>11</u>	<u>17</u>	<u>1</u>	<u>1</u>
	35	54	18	28	12	18

teaching experience. Twenty-eight percent of the 65 supervisors of instruction reported elementary and secondary principalship experience. Of this number, 11 percent reported only secondary teaching experience and 17 percent indicated elementary and secondary teaching experience.

Of the 18 percent of the 65 supervisors of instruction who reported secondary principalship experience, 17 percent indicated secondary teaching experience, and one percent reported experience in elementary and secondary teaching.

In summary, of the 65 supervisors of instruction reporting principalship experience, 29 percent indicated elementary teaching experience, 42 percent indicated secondary teaching experience, and 29 percent indicated elementary and secondary teaching experience.

Table 29 indicates data reported by 72 elementary supervisors of instruction without principalship experience. Of this number, 39 percent reported elementary teaching experience, 40 percent indicated secondary teaching experience and 21 percent indicated elementary and secondary teaching experience.

A summary of data in Tables 28 and 29 indicates that, of the total 137 elementary supervisors of instruction who participated in the study, 65 respondents (47 percent) indicated a background of principalship experience while 72 respondents (53 percent) reported no principalship experience.

Table 29

Supervisors of Instruction--72 Without
Principalship Experience

Teaching Experience	Frequency	Percent
1. Elementary	28	39
2. Secondary	29	40
3. Elementary and secondary	<u>15</u>	<u>21</u>
	72	100

In Table 30 are noted additional professional experiences reported by supervisors of instruction. One elementary supervisor of instruction with elementary principalship and elementary teaching background reported experience as an adult education teacher; another indicated experience as a vocational agricultural teacher. Of the three elementary supervisors who indicated elementary principalship experience with elementary and secondary teaching background, one indicated experience in the State Department of Education as a supervisor of special schools; one noted his experience as a visiting teacher; and one reported he had been a coach. One elementary supervisor of instruction with secondary principalship and secondary teaching experiences reported he had been a coach. Two elementary supervisors with secondary teaching experience reported college reading teacher and school psychologist in their professional backgrounds. And two elementary supervisors with elementary and secondary teaching backgrounds reported experience as

college instructors.

Table 30

Other Professional Experiences--
Supervisors of Instruction

-
1. Elementary principalship
 - a) With elementary teaching experience
 - 1) Adult education teacher
 - 2) Vocational agricultural teacher
 - b) With elementary and secondary teaching experience
 - 1) State Department of Education--supervisor of special schools
 - 2) Visiting teacher
 - 3) Coach
 2. Secondary principalship
 - a) With secondary teaching experience
 - 1) Coach
 3. Secondary experience in teaching
 - a) College reading teacher
 - b) School psychologist
 4. Elementary and secondary teaching experience
 - a) College professor
 - b) College instructor
-

Data in Table 31 reports the age groups of the elementary supervisors of instruction who participated in the study. None of the participants fell within the 20-25 years of age span. In the various age ranges, the following responses were recorded: 26-35 years old (4 percent), 36-45 years old (41 percent), 46-55 years old (41 percent), and 14 percent fell within the 56-65 years old range.

Table 31
Age Groups--Supervisors of Instruction

Age Group	Frequency	Percent
1. 20 - 25	0	-
2. 26 - 35	5	4
3. 36 - 45	56	41
4. 46 - 55	56	41
5. 56 - 65	20	14
	<u>137</u>	<u>100</u>

In summary, 112 of 137 supervisors of instruction (82 percent) indicated ages between 36 and 55 years old.

Data shown in Table 32 indicates responses made by elementary supervisors of instruction concerning their total number of years of experience in education. Four percent of the supervisors of instruction reported a total of 5-10 years of educational experience; 12 percent indicated 11-15 years; 15 percent checked 16-20 years; 34 percent reported 21-25 years; 25 percent indicated 26-30 years; and 10 percent reported 31 or more years of educational experience.

Table 32
Years of Experience in Education--
Supervisors of Instruction

Time Span	Frequency	Percent
1. 5 - 10 years	5	4
2. 11 - 15 years	17	12
3. 16 - 20 years	20	15
4. 21 - 25 years	47	34
5. 26 - 30 years	34	25
6. 31+ years	14	10
	<u>137</u>	<u>100</u>

In summary, approximately one-third (31 percent) of the supervisors of instruction indicated 5-20 years of educational experience, approximately one-third (34 percent) responded 21-25 years of educational experience, and approximately one-third (35 percent) reported 26-31 or more years of experience in education.

Table 33 indicates the total years of experience of supervisors of instruction in supervision. Nineteen percent reported 1-3 years of experience in supervision; 62 percent indicated 4-10 years; 13 percent checked 11-15 years; 4 percent reported 16-20 years; 1 percent indicated 21-25 years; none responded within the 26-30 year range; and 1 percent noted 31 or more years of supervisory experience.

Table 33

Years of Experience in Supervision--
Supervisors of Instruction

	Time Span	Frequency	Percent
1.	1 - 3 years	26	19
2.	4 - 10 years	84	62
3.	11 - 15 years	18	13
4.	16 - 20 years	5	4
5.	21 - 25 years	2	1
6.	26 - 30 years	0	0
7.	31+ years	<u>2</u>	<u>1</u>
		137	100

A summary of the data indicates that 110 supervisors of instruction (81 percent) indicated 10 years or less of total years of experience in supervision. Seventeen percent indicated between 11-20 years of supervisory experience, and 2 percent reported 21 or more years of supervisory experience.

Respondents to the statement, "As a supervisor of instruction, I seek professional growth through . . ." were allowed to indicate more than one approach. Data shown in Table 34 indicates the following responses: 45 percent indicated that they sought professional growth through college attendance; 93 percent indicated that they read professional books, journals or magazines; 94 percent attended professional meetings, conferences, and/or workshops; 51 percent reported growth through independent research; and 75 percent sought professional growth through active participation in professional organizations. From the open-ended statement, other responses for seeking professional growth were recorded. Three respondents added "through personal or informal contact with other educators," two responded "through college teaching," one replied "through community involvement," and one answered "through travel."

Table 34
Professional Growth--Supervisors
of Instruction

Approach	Frequency	Percent
1. College attendance	61	45
2. Professional books, journals, magazines	127	93
3. Meetings, conferences, workshops	129	94
4. Independent research	70	51
5. Professional organizations	103	75

Supervisors of instruction were queried concerning evaluations of their professional services. As shown in Table 35, 4 percent of the supervisors did not respond, and 31 percent indicated that their professional services had never been evaluated. The remainder of the data reveals the following: 20 percent of the supervisors reported that their professional services were evaluated by their superintendents, 12 percent indicated that evaluations were made by directors and/or superintendents, 10 percent indicated that evaluations were made by combinations of their superiors, 15 percent indicated that evaluations were made by a combination of one or more of their superiors and principals, 6 percent reported principals as evaluators, and 2 percent responded that their professional services were evaluated by teachers.

Table 35

Professional Evaluations of Services of
Supervisors of Instruction

	Frequency	Percent
No responses	6	4
Never evaluated	42	31
Superintendent	28	20
Director and/or superintendent	16	12
Combination of my superiors	14	10
Combination of one or more of my superiors and principals	20	15
Principals	8	6
Teachers	3	2
	137	100

In summary, approximately one-third (31 percent) of the supervisors indicated that their professional services were never evaluated; 57 percent reported being evaluated only by their superiors; and 8 percent responded that their professional services were evaluated by professionals not their superiors.

The information recorded in Table 36 indicates the degree of authority exercised by elementary supervisors of instruction during the 1974-75 school year. Four percent did not respond to this statement. Twenty-three percent of the respondents indicated that they functioned autonomously, answerable only to their superintendents; 23 percent replied that all matters were discussed with their immediate superiors, but frequently, they made the final decisions; 29 percent indicated that they were often consulted by their

immediate superiors, and that they jointly made the final decisions; 17 percent reported that they were sometimes consulted by their immediate superiors, and that they occasionally made final decisions; 4 percent responded that they were seldom consulted by their immediate superiors and that they never made the final decisions independently.

Table 36

Degrees of Authority Exercised During 1974-75
School Year--Supervisors of Instruction

	Frequency	Percent
1. No response	6	4
2. Functioned independently; answerable only to the superintendent	32	23
3. All matters discussed with immediate superior; frequently made final decisions	32	23
4. Often consulted by immediate superior; decisions were jointly made	39	29
5. Sometimes consulted by immediate superior; occasionally made final decisions	23	17
6. Seldom consulted by immediate superior; never made final decisions independently	5	4
	<u>137</u>	<u>100</u>

A summary of the data indicates that 75 percent of the supervisory respondents indicated that they were either included in decision-making, or that they frequently made decisions independently; and 21 percent indicated that they were seldom or sometimes consulted by superiors and that they occasionally or never made final decisions.

Principals--Personal Data

Table 37 indicates the data concerning the highest degrees earned by elementary principals who participated in the study. One percent of the principals reported a B.A. or B.S. degree, 23 percent indicated Master's degrees, 75 percent reported Master's degrees + 30 graduate hours, and 1 percent reported a specialist's certificate.

Table 37

Highest Degrees Earned--Elementary Principals

Degree	Frequency	Percent
B.A. or B.S.	1	1
Master's	19	23
Master's + 30	58	75
Specialist	1	1
Doctoral	0	-
	79	100

The data presented in Table 38 indicates the teaching experiences of elementary principals. One percent of the principals did not respond to this question. Thirty-eight percent reported elementary teaching experience; 29 percent responded that they had secondary teaching experience; and 32 percent indicated that they had elementary and secondary experience. As shown in Table 39, 9 percent of the 79 elementary principals reported additional professional experiences as follows: secondary principalship, 3 percent; coach, 2 percent; assistant principal of a

combination school, 1 percent; supervisor, 1 percent; dean of women, 1 percent; and university reading lab assistant, 1 percent.

Table 38

Teaching Experiences--Elementary Principals

Experience	Frequency	Percent
No response	1	1
Elementary teaching	30	38
Secondary teaching	23	29
Elementary & secondary teaching	<u>25</u>	<u>32</u>
	79	100

Table 39

Other Professional Experiences--
Elementary Principals

Experience	Frequency	Percent
Secondary principalship	3	3
Coach	2	2
Assistant principal-- combination school	1	1
Supervisor	1	1
Dean of women	1	1
University reading lab assistant	<u>1</u>	<u>1</u>
	9	9

As shown in Table 40, 81 percent of the principals indicated that they were certified in supervision and administration, 15 percent reported that they were certified in other areas, and 4 percent did not respond to the question.

Table 40
Certification in Supervision and Administration--
Elementary Principals

Certified	Frequency	Percent
No response	3	4
Certified in supervision and administration	64	81
Certified in other areas	<u>12</u>	<u>15</u>
	79	100

In Table 41 are shown the elementary school organizational patterns reported by 79 elementary principals who participated in the study. Thirty-one percent reported that their schools' grade ranges did not extend past the fifth grade. Sixty-four percent indicated that their schools' grade ranges encompassed primary, intermediate, and one or more middle school grades. One percent reported that the school's grade range included primary, intermediate, middle school, and one grade at the secondary school level. One percent reported a special education school organizational pattern and three percent did not designate their schools' organizational patterns.

Table 41
Elementary School Organizational Patterns--
Elementary Principals

Organizational Pattern	Frequency	Percent
Not past 5th grade		
K - 1	1	1
K - 3	3	4
K - 4	3	4
K - 5	10	12
1 - 4	1	1
1 - 5	2	3
3 - 4	2	3
4 - 5	2	3
Primary, intermediate and one or more middle school grades		
1 - 6	6	8
K - 6	21	26
K - 7	5	6
K - 8	8	10
1 - 8	2	3
3 - 8	1	1
4 - 6	1	1
4 - 8	1	1
5 - 8	4	5
6 - 8	2	3
Primary, intermediate, middle and one secondary school grade		
K - 9	1	1
Special education	1	1
Not designated	<u>2</u>	<u>3</u>
	79	100

Recency of college attendance of elementary principals is shown in Table 42. One percent did not respond to the question. Forty-four percent indicated recency of college attendance within 1-3 years. Thirty-eight percent reported college attendance within 4-6 years. Thirteen percent responded that they had not attended college for 7-9 years, and 4 percent replied that it had been 10 or more years since they attended college.

Table 42

Recency of College Attendance--
Elementary Principals

Years	Frequency	Percent
No response	1	1
1 - 3	35	44
4 - 6	30	38
7 - 9	10	13
10+	<u>3</u>	<u>4</u>
	79	100

In Table 43 are shown the age groups of the elementary principals who participated in the study. None of the participants fell within the 20-25 years of age span. Within the various age ranges, the following responses were recorded: 26-35 years old (13 percent), 36-45 years old (37 percent), 46-55 years old (43 percent), and 7 percent fell within the 56-65 years old range.

Data shown in Table 44 indicates total years of educational experience reported by elementary principals. One

Table 43
Age Groups--Elementary Principals

Age Group	Frequency	Percent
20 - 25	0	--
26 - 35	10	13
36 - 45	29	37
46 - 55	34	43
56 - 65	<u>6</u>	<u>7</u>
	79	100

Table 44
Years of Educational Experience--
Elementary Principals

Years of Experience	Frequency	Percent
1 - 5	1	1
6 - 10	4	5
11 - 15	12	15
16 - 20	24	30
21 - 25	17	22
26 - 30	17	22
31+	<u>4</u>	<u>5</u>
	79	100

percent responded 1-5 years; 5 percent checked within the 6-10 years range; 15 percent indicated 11-15 years of educational experience; 30 percent indicated 16-20 years; 22 percent reported 21-25 years; 22 percent responded within the 26-30 years range; and 5 percent indicated 31 or more years of educational experience.

A summary of the data in Table 44 indicates that 21 percent of the principals reported 15 years or less of total years of educational experience, and 79 percent of the principals indicated 16 or more total years of educational experience.

Table 45 indicates the total years of principalship experience reported by elementary principals who participated in the study. Forty-six percent indicated 1-5 years of principalship experience; 30 percent reported 6-10 years; 14 percent checked 11-15 years; 4 percent reported 16-20 years; 4 percent indicated 21-25 years; and 2 percent indicated 26 or more years of experience as principals.

Table 45
Years of Principalship Experience--
Elementary Principals

Years of Principalship	Frequency	Percent
1 - 5	36	46
6 - 10	24	30
11 - 15	11	14
16 - 20	3	4
21 - 25	3	4
26+	<u>2</u>	<u>2</u>
	79	100

Seventy-six percent of the principals reported 10 or less years of principalship experience, and 24 percent reported 11 or more years of principalship experience.

Total years of teaching experience of elementary principals who participated in the study is shown in Table 46. Three percent indicated 1-5 years, 18 percent indicated 6-10 years, 30 percent reported 11-15 years, 23 percent indicated 16-20 years, 10 percent indicated 21-25 years, and 16 percent indicated 26 or more years of teaching experience.

Table 46
Years of Teaching Experience--
Elementary Principals

Years of Teaching Experience	Frequency	Percent
1 - 5	2	3
6 - 10	14	18
11 - 15	24	30
16 - 20	18	23
21 - 25	8	10
26+	<u>13</u>	<u>16</u>
	79	100

A summary of the findings in Table 46 indicates that 21 percent of the elementary principals reported 10 years or less of teaching experience, and 79 percent reported 11 or more years of teaching experience.

Teachers--Personal Data

The grade areas in which elementary teachers taught during the 1974-75 school year are shown in Table 47. In the primary area, 38 percent of the teachers indicated grades K-3. In the primary and intermediate areas, 2 percent reported grades K-5, and 23 percent indicated grades 4-5. In the areas including primary, intermediate and one or more middle school grades, 1 percent indicated grades K-6, 1 percent indicated grades K-7, and 1 percent indicated grades 1-6. In the areas including intermediate and one or more middle school grades, 2 percent indicated grades 4-6, 2 percent indicated grades 5-6, 1 percent indicated grades 5-7, and 3 percent indicated grades 4-8. In the area of middle school grades, 23 percent indicated grades 6-8. Three percent indicated special education.

Table 47

Grade Areas Taught During 1974-75
School Year--Elementary Teachers

Grade Areas	Frequency	Percent
K - 3	58	38
K - 5	2	2
4 - 5	34	23
K - 6	1	1
K - 7	1	1
1 - 6	1	1
4 - 6	2	2
5 - 6	2	2
5 - 7	1	1
4 - 8	4	3
6 - 8	34	23
Special Education	4	3
	<u>144</u>	<u>100</u>

In Table 48 are indicated the highest degrees earned by 144 elementary teachers who participated in the study. Seventy-three percent indicated B.A. or B.S. degrees; 23 percent indicated Master's degrees; 2 percent reported Master's degrees + 30 hours of graduate credit; 1 percent indicated a specialist's certificate and 1 percent indicated a doctoral degree.

Table 48

Highest Degrees Earned--Elementary Teachers

Degrees	Frequency	Percent
B.A. or B.S.	105	73
Master's	34	23
Master's + 30	3	2
Specialist	1	1
Doctoral	1	1
	144	100

A review of Table 48 indicates that approximately three-fourths (73 percent) of the teachers indicated B.A. or B.S. degrees while a little over one-fourth (27 percent) reported Master's degrees or above.

Recency of college attendance of elementary teachers is shown in Table 49. Three percent did not respond to the question. The other teachers reported recency of college attendance as follows: 48 percent indicated 1-3 years; 37 percent reported 4-6 years; 7 percent responded 7-9 years; and 5 percent indicated 10 or more years.

Table 49

Recency of College Attendance--
Elementary Teachers

Years	Frequency	Percent
No response	4	3
1 - 3	69	48
4 - 6	53	37
7 - 9	10	7
10+	<u>8</u>	<u>5</u>
	144	100

In Table 50 are shown the age groups of elementary teachers who participated in the study. Twenty-two percent reported ages between 20-25 years; 41 percent indicated their ages 26-35 years; 19 percent reported ages between 36-45 years; 11 percent checked ages between 46-55 years; and 7 percent indicated ages between 56-65 years.

Table 50

Age Groups--Elementary Teachers

Age Group	Frequency	Percent
20 - 25	31	22
26 - 35	59	41
26 - 45	28	19
46 - 55	16	11
56 - 65	<u>10</u>	<u>7</u>
	144	100

Table 51 shows the total years of teaching experience reported by elementary teachers. Forty-seven percent responded 1-5 years of teaching experience, 20 percent checked 6-10 years, 13 percent reported 11-15 years, 10 percent responded 16-20 years, 6 percent reported 21-25 years, 3 percent indicated 26-30 years, and 1 percent reported 31 or more years of teaching experience.

Table 51

Years of Teaching Experience--
Elementary Teachers

Years	Frequency	Percent
1 - 5	67	47
6 - 10	29	20
11 - 15	18	13
16 - 20	15	10
21 - 25	8	6
26 - 30	5	3
31+	2	1
	144	100

A summary of the data in Table 51 indicates that almost half (47 percent) of the teacher respondents indicated a maximum of 5 years of teaching experience. Approximately one-fifth (20 percent) reported 6-10 years, approximately one-fifth (23 percent) indicated 11-20 years, and 9 percent indicated 21 or more years of teaching experience.

The tenure status of 144 elementary teacher respondents is reported in Table 52. One percent of the teachers did not respond to the question; 71 percent reported a

tenured status; and 28 percent indicated a non-tenured status.

Table 52
Tenure Status--Elementary Teachers

Tenure Status	Frequency	Percent
No response	1	1
Tenured	103	71
Non-tenured	40	28
	144	100

Supervisors' Tasks in Check Lists

The purposes of this section of the chapter are: (1) to briefly describe the procedure used in coding the check lists and in interpreting the mean scores, and (2) to present the responses of supervisors of instruction, principals and teachers to supervisory performance of tasks directly, possibly, or indirectly related, or which have little or no relation to the improvement of instruction.

Coding Check Lists and Interpreting Results

In the supervisors' check list under "Schools Visited--Observations Made" were listed 3 supervisory tasks and under "Tasks Performed" were listed 48 supervisory tasks. The first 3 tasks and tasks 1-41 were followed by 9 possible responses which allowed respondents to indicate an estimate of the average number of times each task was performed. Each of the 9 possible responses was assigned a number for

coding purposes: No = 1, 1-5 times = 2, 6-10 times = 3, 11-15 times = 4, 16-20 times = 5, 21-30 times = 6, 31-40 times = 7, 41-50 times = 8, and 51+ times = 9. Tasks 42-48 under "Tasks Performed" were followed by 4 possible responses expressed in percentages for respondents to indicate the degree to which the tasks were performed. The percentage responses were also assigned numbers for coding purposes: No = 1, Every time (100 percent) = 2, Most of the time (75 percent) = 3, and Sometime = 4.

For analysis purposes, mean scores were interpreted and were assigned terms to describe the frequency with which each task was performed: "Seldom," for mean scores from 1.0-1.49; "sometime," for mean scores from 1.50-2.49; "frequently," for mean scores from 2.50-3.75; and "consistently," for mean scores from 3.76-6.0+. Since there were no derived mean scores for tasks 42-48, percentage results were assigned descriptive terms: "seldom," for 49 percent or less; "sometime," for 50-74 percent; "frequently," for 75-89 percent; and "consistently," for 90 percent and above.

In the principals' check list were listed 41 tasks performed by supervisors of instruction. Each task was followed by 4 possible responses for respondents to indicate an estimate of the average number of times tasks were performed. The responses were assigned numbers for coding purposes: No = 1, 1-5 times = 2, 6-10 times = 3, and 11 or more times = 4.

For analysis purposes, mean scores were interpreted and were assigned terms to describe the frequency with which the supervisory task was performed: "seldom," from 1.0-1.24; "sometime," from 1.25-1.50; and "frequently," from 1.60-2.40+.

In the teachers' check list, 2 supervisory tasks were listed under "Classroom Observations by the Supervisor of Instruction." There were 5 possible answers for respondents to indicate the number of observations made by supervisors of instruction, and 5 possible responses for respondents to indicate an estimate of the length of time of observations made. The responses were assigned numbers for coding purposes. Under number of observations made: 0 = 0; 1 = 1; 2 = 2; 3 = 3; and 4 or more = 4. Under estimated length of each observation: less than 15 minutes = 1; 15 minutes = 2; 30 minutes = 3; 45 minutes = 4; and approximately one hour = 5.

Under tasks performed by supervisors of instruction were listed 29 tasks. Tasks 1-25 were followed by 3 possible responses for respondents to indicate an estimate of the number of times supervisors performed the tasks. The responses were assigned numbers for coding purposes: No = 1, 1-5 times = 2, and 6 or more times = 3. Tasks 26-29 were followed by four possible responses expressed in descriptive terms for teacher respondents to evaluate the supervisor's task performance. The responses were assigned numbers for coding purposes: Never = 1, Sometime = 2, Every time = 3,

and Not applicable to me = 0.

For analysis purposes, mean scores for the first 2 tasks and for tasks 1-25 were interpreted and were assigned terms to describe the frequency with which the supervisory task was performed: "seldom," from 1.0-1.24; "sometime," from 1.25-1.44; and "frequently," from 1.45+. The teachers' responses for tasks 26-29 were converted into percentages and the percentages were assigned descriptive terms: "seldom," for 45 percent or less; "sometime," for 50-74 percent; "frequently," for 75-89 percent, and "consistently," for 90 percent or above.

Responses to Supervisors' Tasks

Supervisory tasks, the derived mean scores (or percentage results), and interpretations of responses of supervisors of instruction, principals and teachers to supervisory performance of these tasks are as follows: (Only supervisory tasks which were specifically applicable were included in principals' and teachers' check lists. Therefore, in some instances, only principals' or only teachers' responses are recorded. When questions were directed only to supervisors, only their responses are recorded.)

Task 1 -- "assisted teachers (1-1 basis) in identifying students' educational needs (interpreted test results; personally administered standardized or informal inventories) and suggested ways to meet these needs"

Supervisors of
Instruction

M = 4.83
Consistently

Principals

M = 2.24
Frequently

Teachers

M = 1.44
Sometime

Task 2 -- "shared ideas with teachers and principals about the latest instructional materials, techniques and research"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 6.63 Consistently	M = 2.46 Frequently	M = 1.54 Frequently

Task 3 -- "assisted teachers in improvement of student discipline through suggestions related to classroom management (establishing routines, utilizing different organizational patterns, identifying and meeting students' individual needs)"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 5.56 Consistently	M = 1.90 Frequently	M = 1.25 Sometime

Task 4 -- "listened to teachers and discussed their teaching problems with them"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 6.79 Consistently	M = 2.34 Frequently	M = 1.58 Frequently

Task 5 -- "offered suggestions to teachers (1-1 basis) about evaluating students and assigning them grades"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 4.82 Consistently	M = 1.0 Frequently	M = 1.29 Sometime

Task 6 -- "at the school level, planned and conducted teacher in-service (workshops, seminars)"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.93 Frequently	M = 1.90 Frequently	M = 1.62 Frequently

Task 7 -- "planned and conducted system-wide teacher in-service (workshops, seminars) in special areas"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.57 Frequently	M = 1.80 Frequently	M = 1.61 Frequently

Task 8 -- "interacted as a participant during a faculty in-service in which leadership roles were shared"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.57 Frequently	M = 1.50 Sometime	M = 1.36 Sometime

Task 9 -- "presented demonstration lessons in teachers' classrooms"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.32 Sometime	M = 1.27 Sometime	M = 1.01 Seldom

Task 10 -- "identified for teachers resource persons and materials that were available for classroom use and encouraged maximum utilization of resources and materials within the schools"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 4.98 Consistently	M = 2.11 Frequently	M = 1.43 Sometime

Task 11 -- "arranged consultative services for teachers"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.91 Frequently	M = 1.73 Frequently	M = 1.14 Seldom

Task 12 -- "assisted all teachers who requested professional assistance"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 5.14 Consistently	M = 2.21 Frequently	M = 1.59 Frequently

Task 13 -- "suggested creative ideas to teachers for use in the classroom"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 5.53 Consistently	M = 2.15 Frequently	M = 1.35 Sometime

Task 14 -- "encouraged teachers to assume responsibilities for decision-making in professional matters"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 4.49 Consistently	M = 1.82 Frequently	M = 1.47 Frequently

Task 15 -- "suggested possible areas of experimentation to teachers for their consideration"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 3.93 Consistently	M = 1.87 Frequently	M = 1.35 Sometime

Task 16 -- "encouraged and reviewed teacher-initiated ideas and/or programs; served in an advisory capacity in their implementation"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 3.52 Frequently	M = 1.74 Frequently	M = 1.36 Sometime

Task 17 -- "assisted the school staffs in interpreting the school system's policies and procedures"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 3.50 Frequently	M = 1.75 Frequently	M = 1.41 Sometime

Task 18 -- "planned, implemented, and supervised pilot projects"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.29 Sometime	M = 1.55 Sometime	M = 1.13 Seldom

Task 19 -- "arranged opportunities for teachers to observe a variety of teaching techniques and organizational plans"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.86 Frequently	M = 1.64 Frequently	M = 1.19 Seldom

Task 20 -- "assisted faculties and principals with their faculty studies"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.56 Frequently	M = 1.49 Sometime	M = 1.23 Seldom

Task 21 -- "suggested adaptations of school buildings and/or school facilities to accommodate instructional programs"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.28 Sometime	M = 1.46 Sometime	M = 1.21 Seldom

Task 22 -- "suggested possible areas of experimentation to principals for their consideration"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 5.54 Consistently	M = 1.64 Frequently	--

Task 23 -- "encouraged and/or reviewed principal-initiated ideas and programs; served in an advisory capacity in their implementation"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.29 Sometime	M = 1.84 Frequently	--

Task 24 -- "attended system-wide in-service for faculties"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.66 Frequently	M = 2.13 Frequently	--

Task 25 -- "attended and assisted in principal/parent conferences at principals' requests"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.26 Sometime	M = 1.45 Sometime	--

Task 26 -- "participated in professional meetings and/or conferences outside the school system"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 3.25 Frequently	--	--

Task 27 -- "briefly visited some teachers' classrooms and made a few friendly inquiries and/or comments"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 5.67 Consistently	M = 2.51 Frequently	M = 1.79 Frequently

Task 28 -- "assisted principals in solving personnel problems"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 3.40 Frequently	M = 1.69 Frequently	--

Task 29 -- "assisted principals in scheduling, checking records, completing forms, and/or other administrative tasks"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.90 Frequently	M = 1.54 Sometime	--

Task 30 -- "delivered materials to schools (not in conjunction with a regular visit)"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 4.29 Consistently	M = 2.31 Frequently	--

Task 31 -- "conducted speaking engagements to parent groups at schools, interpreted school system's policies and procedures, answered inquiries about the school program"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.46 Sometime	M = 1.37 Sometime	M = 1.25 Sometime

Task 32 -- "conducted speaking engagements to civic groups (clubs, church organizations) in interpreting the school system's policies and procedures, answering inquiries about the school system's program"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.05 Sometime	--	--

Task 33 -- "worked with lay groups in planning volunteer involvement in school programs"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.86 Sometime	M = 1.32 Sometime	--

Task 34 -- "attended school functions"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 4.35 Consistently	M = 1.65 Frequently	M = 1.61 Frequently

Task 35 -- "submitted a tentative teacher-observation agenda to assigned schools"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.24 Sometime	M = 1.39 Sometime	--

Task 36 -- "checked school bus timing and/or routes"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.47 Seldom	M = 1.37 Sometime	--

Task 37 -- "assisted in bonding and tax campaigns"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.61 Sometime	--	--

Task 38 -- "inventoried and/or packed school materials delivered to a central location or warehouse"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 2.94 Frequently	--	--

Task 39 -- "observed functioning of lunchrooms"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.79 Sometime	M = 1.79 Frequently	--

Task 40 -- "assisted with maintenance of school facilities and equipment"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.95 Sometime	M = 1.60 Frequently	--

Task 41 -- "substituted for the superintendent"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
M = 1.40 Seldom	--	--

Task 42 -- "followed-up professional recommendations made to teachers"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
Percent = 96 Consistently	--	M = 1.29 Sometime

Task 43 -- "made teacher-evaluation a cooperative, mutual endeavor with each teacher"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
Percent = 86 Consistently	M = 1.91 Frequently	Percent = 53 Sometime

Task 44 -- "conducted pre-observation conferences with teachers (explained supervisors' role, reasons for visit, expectations)"

<u>Supervisors of Instruction</u>	<u>Principals</u>	<u>Teachers</u>
Percent = 77 Frequently	M = 1.75 Frequently	Percent = 16 Seldom

Task 45 -- "conducted post-observation conferences with teachers (discussed written evaluation and encouraged their written self-evaluation and comments)"

Supervisors of InstructionPrincipalsTeachers

Percent = 87
Frequently

M = 1.89
Frequently

Percent = 46
Sometime

Task 46 -- "gave teachers a copy of written observation-evaluation or placed a copy in their folders (after classroom evaluation)"

Supervisors of InstructionPrincipalsTeachers

Percent = 61
Sometime

M = 1.89
Frequently

Percent = 28
Seldom

Task 47 -- "consulted with principals after teacher observations and before leaving the schools"

Supervisors of InstructionPrincipalsTeachers

Percent = 94
Consistently

M = 2.51
Frequently

--

Task 48 -- "completed written teacher-observations evaluations after leaving the schools"

Supervisors of InstructionPrincipalsTeachers

Percent = 61
Sometime

--

--

Chapter 5

SUMMARY, FINDINGS AND CONCLUSIONS

SUMMARY

The purposes of this study are: (1) to develop a check list of supervisory practices; (2) to use the check list to gather professional, as well as certain personal, data from supervisors of instruction, principals and teachers who were employed in various school systems throughout the state of Louisiana during the 1974-75 school year; (3) to use the check list to gather information concerning the practices of elementary supervisors of instruction (K-8) in the state during the 1974-75 school year; and (4) to compare the responses of supervisors of instruction, principals and teachers in regard to supervisory performance of tasks directly, possibly, or indirectly related to the improvement of instruction, and to tasks which have little or no relation to the improvement of instruction.

From supervisor of instruction practices found in current literature, comprehensive check lists of tasks of supervisors of instruction were devised for elementary supervisors of instruction, principals, and teachers.

The supervisory tasks were categorized as directly, possibly, or indirectly related, or as having little or no relation to the improvement of instruction. In each of the three check lists, the items were matched as closely as possible to facilitate the comparison of responses. Supervisors of instruction, principals and teachers received requests for professional and personal data with each check list of supervisors' tasks.

Of 66 parish and city public school systems in the state, 59 superintendents agreed to participate in the study. The total sampling consisted of 585 possible respondents who were employed during the 1974-75 school year (231 supervisors of instruction, 118 principals, and 236 elementary teachers). Eleven check lists were disqualified. The state-wide net returns of check lists were: 137 supervisors of instruction (59.3 percent), 79 principals (66.9 percent), and 144 teachers (61.0 percent) for a total net return of 360 check lists (61.5 percent).

The frequencies and mean scores derived from the coded check lists' returns were summarized and included in the study for analysis purposes.

FINDINGS

1. Persons who functioned in a supervisory capacity under titles other than "supervisor" reported more school visits (70 percent--51 or more) made per year than either the general supervisors (66 percent--51 or more) or specific

supervisors (63 percent--51 or more). Other supervisors also reported more scheduled classroom observations (60 percent--51 or more) made per year than either the general supervisors (44 percent--51 or more) or the specific supervisors (32 percent--51 or more).

General supervisors, on the other hand, reported more unscheduled classroom observations (20 percent--51 or more) made per year than either the other supervisors (10 percent--51 or more) or the specific supervisors (9 percent--51 or more).

2. More supervisors (79 percent) certified in supervision and administration reported agreement between their role perception of supervisors of instruction and their own role assignment than the agreement of role perception--role assignment reported by supervisors (71 percent) certified in other areas.

3. A high degree of concurrence existed between supervisors of instruction with principalship experience (95 percent) and supervisors of instruction without principalship experience (97 percent) that principals should assume a major role in classroom observations.

4. In ranking the future roles of supervisors of instruction, supervisors with 11-20 years of educational experience and supervisors with 21 or more years of educational experience concurred 100 percent on the relative positions of importance of the nine stated roles.

Roles of major importance:

1. To conduct long-range instructional planning;
2. To head teacher in-service and staff development;
3. To provide assistance to teachers on a 1-1 basis;
4. To evaluate programs (new and existing);
5. To present innovations in curriculum.

Roles of least importance:

6. To evaluate teachers;
7. To monitor planned changes in programs;
8. To focus on work in human relations;
9. To direct experiments, to conduct pilot studies.

Supervisors with 1-10 years of educational experience also ranked roles 1-4 among future roles of major importance. Among their roles ranked of major importance, however, they included, "To focus on work in human relations." They also ranked roles 6, 7, and 9 among future roles of least importance; however, they included in this grouping the role, "To present innovations in curriculum."

Additional Findings Pertaining to
Supervisory Tasks

1. Eighty-eight percent of the supervisors of instruction reported that they were required to observe non-tenured teachers. In regard to tenured teachers, 29 percent of the supervisors of instruction reported that they were not required to make classroom observations, while 52 percent reported that they were required to do so.

2. Approximately 50 percent of the supervisors of instruction spent an average of 3-10 days per month in the central office.

3. In regard to the relative amount of time supervisors of instruction spent performing specific central office tasks, those tasks performed 50 percent or more of their time were found to be:

- a) General office routine (completing reports, forms, records; answering mail, returning phone calls) (85 percent);
- b) Evaluating and/or selecting instructional materials and equipment (82 percent);
- c) Planning with specialists and consultants (publishers' representatives, visiting teachers, central office staff) (72 percent);
- d) Attending staff meetings (66 percent);
- e) Attending and/or directing committee meetings (61 percent).

The relative amount of time spent in performing the remaining tasks were found to be:

- f) Preparing curriculum guides and/or policy manuals and procedural bulletins (45 percent);
- g) Writing proposals for federal funding (34 percent);
- h) Assisting in planning guidance services (reviewing testing programs, making recommendations) (33 percent);
- i) Conferring with state supervisors (28 percent);
- j) Interviewing teacher applicants (28 percent);
- k) Writing special reports and/or research studies (School Board members' request) for presentation at School Board Meetings (28 percent);
- l) Approving special request forms for school personnel (field trips, out-of-parish conferences, vacations) (12 percent);

- m) Assisting with the building and planning program (working with architects, resource persons to planning department) (10 percent).

4. Ninety-two percent of the supervisors of instruction attended two or more professional meetings or conferences during the year, and 81 percent reported that all expenses were paid by their respective school systems.

Additional Data From Check Lists of Supervisors
of Instruction, Principals and Teachers

1. Sixteen percent of the principals to 9 percent of the teachers considered supervisory services high in supportive, worthwhile or helpful. Sixty-one percent of the principals to 45 percent considered supervisory services adequate to more than adequate, and 22 percent of the principals to 46 percent of the teachers considered supervisory services to be little or not at all supportive, worthwhile or helpful.

2. Ninety-three percent of the principals to 71 percent of the teachers indicated that they "usually" or "always" felt comfortable in the presence of supervisors of instruction.

3. A comparison of data shows that there was a high degree of consensus among the three groups, supervisors of instruction (96 percent), principals (94 percent) and teachers (90 percent) that principals should assume a major role in classroom observations.

4. Supervisors of instruction, principals and

teachers ranked 10 characteristics which, in their opinions, best described the "ideal" supervisor of instruction.

Agreement as to the most important characteristics by the three groups within the 1-5 ranking were:

Supervisors of Instruction

1. Knowledgeable
2. Helpful
3. Friendly

Principals and Teachers

1. Knowledgeable
2. Helpful
3. Friendly
4. Dependable

Agreement as to the least important characteristics by the three groups within the 6-10 ranking were:

Supervisors of Instruction

6. Consistent
7. Empathetic
8. Flexible

Principals and Teachers

6. Consistent
7. Empathetic
8. Flexible
9. Innovative

Personal and Professional Data of Supervisors
Instruction, Principals and Teachers

Supervisors of Instruction--Personal
and Professional Data

1. Sixty-eight percent of the supervisors of instruction reported grade level responsibilities extending from the primary grades and either through middle school grades or through one or more high school grades.

2. The majority of the supervisors of instruction respondents (62 percent) were classified as general supervisors; and 60 percent reported certification in supervision and administration.

3. Seventy-nine percent of the supervisors of instruction reported Master's degrees + 30 graduate hours or above.

4. Of 137 supervisor of instruction respondents, almost half (47 percent) reported principalship experience: 29 percent indicated elementary teaching experience, 42 percent indicated secondary teaching experience, and 29 percent indicated elementary and secondary teaching experience.

5. Forty-five percent of the supervisors of instruction reported ages 45 or less.

6. The majority of the supervisors (59 percent) reported 21 or more years of experience in education, and 62 percent reported 4-10 years of supervisory experience.

7. More supervisors sought professional growth during the 1974-75 school year through reading professional books, journals, magazines (93 percent); attending professional meetings, conferences, workshops (94 percent); or active participation in various professional organizations (75 percent), than through continued college attendance (45 percent), or independent research (51 percent).

8. Approximately one-third (31 percent) of the supervisors of instruction indicated that their professional services as supervisors were never evaluated. On the other hand, 8 percent of the supervisors reported that their professional services were evaluated by professionals not their superiors.

9. Seventy-five percent of the supervisors of instruction reported that they were either included in decision-making, or that they frequently made decisions independently; 21 percent reported that they were sometimes

or seldom consulted by superiors and that they occasionally or never made final decisions.

Principals--Personal and Professional Data

1. Three-fourths (75 percent) of the principals reported Master's degrees + 30 graduate hours.

2. Twenty-nine percent of the elementary principals reported having only secondary teaching experience.

3. Fifteen percent of the principals indicated certification in areas other than supervision and administration.

4. Twelve percent of the principals were found to be principals of K-5 schools; 26 percent were principals of K-6 schools; and 10 percent were principals of K-8 schools.

5. Eighty-two percent of the principals indicated that their recency of college attendance was 6 years or less.

6. Ninety-three percent of the principals reported ages between 26-55 years.

7. Approximately three-fourths (79 percent) of the principals reported 16 or more years of educational experience; almost one-fourth (24 percent) reported 11 or more years of principalship experience; and approximately three-fourths (79 percent) reported 11 or more years of teaching experience.

Teachers--Personal and Professional Data

1. Sixty-three percent of the teachers reported that they did not teach past the fifth grade during the

1974-75 school year.

2. Seventy-three percent of the teacher respondents reported B.A. or B.S. degrees. Only 4 percent reported Master's degrees + 30 graduate hours, or above.

3. Forty-eight percent of the teachers reported recency of college attendance within 1-3 years.

4. Sixty-three percent of the teachers indicated ages below 36 years.

5. Almost half of the teacher respondents (47 percent) indicated 1-5 years of teaching experience; 28 percent indicated a non-tenured status.

Perceptions of Supervisory Task Performance
by Supervisors of Instruction,
Principals and Teachers

Organization of Tasks' Results
for Analysis Purposes

The supervisory tasks were categorized as directly, possibly, or indirectly related, or as having little or no relation to the improvement of instruction.

Within each category, the tasks were subdivided. The responses of supervisors of instruction, principals and teachers indicated estimations of the frequency or degree of task performance. Tasks with the highest reported frequency of performance by each of the 3 groups were placed first. The remaining tasks were grouped and arranged in descending order using the descriptive terms: consistently, frequently, sometime and seldom.

Tasks Directly Related to the
Improvement of Instruction

Tasks consistently performed by supervisors of instruction.--As shown in Table 53, supervisors of instruction indicated, with mean scores between 3.70 - 6.0+, that they consistently performed each of the 12 tasks directly related to the improvement of instruction.

There was a high degree of consensus between principals and teachers that supervisors frequently shared ideas about instructional materials, techniques and research; that they often listened and discussed teaching problems, and that teachers generally received professional assistance when it was requested. Principals, as well, reported that supervisors often suggested possible areas of experimentation to them.

Supervisors indicated "consistently," principals responded "frequently," while teachers, to the contrary, reported "sometime" supervisors assisted them in evaluating students or in identifying students' educational needs; and "occasionally" they received supervisory assistance with classroom management to improve student discipline.

Teachers responded that, sometime, supervisors located resource persons and materials for them, and occasionally, made suggestions of creative ideas and possible areas of experimentation. Supervisors reported that they consistently involved teachers in teacher-evaluations, and principals reported that, to the best of their knowledge,

Table 53

Tasks Directly Related to Improvement of Instruction
Consistently Performed--Supervisors of Instruction

Tasks	Supervisors	Principals	Teachers
1) --shared ideas with teachers and principals about the latest instructional materials, techniques and research (Task 2)	M = 6.63 Consistently	M = 2.46 Frequently	M = 1.54 Frequently
2) --listened to teachers and discussed their teaching problems with them (Task 4)	M = 6.79 Consistently	M = 2.34 Frequently	M = 1.58 Frequently
3) --assisted <u>all</u> teachers who requested professional assistance (Task 12)	M = 5.14 Consistently	M = 2.21 Frequently	M = 1.59 Frequently
4) --suggested possible areas of experimentation to Principals for their consideration (Task 22)	M = 5.54 Consistently	M = 1.64 Frequently	
5) --assisted teachers (one to one basis) in identifying students' educational needs (interpreted test results; personally administered standardized or informal inventories) and suggested ways to meet these needs (Task 1)	M = 4.83 Consistently	M = 2.24 Frequently	M = 1.44 Sometime
6) --assisted teachers in improvement of student <u>discipline</u> through suggestions related to classroom management (establishing routines, utilizing different organizational patterns, identifying and meeting students' individual needs) (Task 3)	M = 5.56 Consistently	M = 1.90 Frequently	M = 1.25 Sometime

Table 53 (continued)

	Tasks	Supervisors	Principals	Teachers
7)	--offered suggestions to teachers (one-to-one basis) about evaluating students and assigning them grades (Task 5)	M = 4.82 Consistently	M = 1.0 Frequently	M = 1.29 Sometime
8)	--identified for teachers resource persons and materials that were available for classroom use and encouraged maximum utilization of resources and materials within the schools (Task 10)	M = 4.98 Consistently	M = 2.11 Frequently	M = 1.43 Sometime
9)	--suggested creative ideas to teachers for use in the classrooms (Task 13)	M = 5.53 Consistently	M = 2.15 Frequently	M = 1.35 Sometime
10)	--suggested possible areas of experimentation to teachers for their consideration (Task 15)	M = 3.93 Consistently	M = 1.87 Frequently	M = 1.35 Sometime
11)	--made teacher-evaluation a cooperative, mutual endeavor with each teacher (Task 43)	Percent = 86 Consistently	M = 1.91 Frequently	Percent=53 Sometime
12)	--followed-up professional recommendations 1 made to teachers (Task 42)	Percent = 96 Consistently		M = 1.29 Sometime

cooperative teacher-evaluations were frequent occurrences. Only a slight majority of the teachers (53 percent) agreed. To the contrary, 35 percent reported that teacher-evaluations had never been a cooperative, mutual endeavor. Even though supervisors indicated that they consistently followed-up professional recommendations they made to teachers, teachers reported that they only received these services occasionally.

Tasks frequently performed by supervisors of instruction.--As shown in Table 54, there was a high degree of consensus among supervisors of instruction, principals and teachers that, system-wide as well as at the school level, supervisors of instruction frequently planned and conducted teacher in-service (workshops, seminars) in special areas. There was also a high degree of consensus between supervisors and principals that, supervisors frequently assisted the school staffs in interpreting the school system's policies and procedures; that they often encouraged and received teacher-initiated ideas or programs and served as an advisor in their implementation; and that they generally conducted post-observation conferences with teachers in order to discuss their written evaluation. Teachers, on the other hand, reported that supervisors sometime interpreted school policies and procedures, and occasionally suggested ideas or programs for possible implementation. In addition, teachers reported that supervisors' post-observation conferences were sporadic. Even more important, 45 percent of the teachers

Table 54

Tasks Directly Related to Improvement of Instruction Frequently
Performed---Supervisors of Instruction

Tasks	Supervisors	Principals	Teachers
1) --at the school level, planned and conducted teacher in-service (workshops, seminars) in special areas (Task 6)	M = 2.93 Frequently	M = 1.90 Frequently	M = 1.62 Frequently
2) --planned and conducted system-wide teacher in-service (workshops, seminars) in special areas (Task 7)	M = 2.57 Frequently	M = 1.80 Frequently	M = 1.61 Frequently
3) --encouraged and reviewed teacher-initiated ideas &/or programs; served in an advisory capacity in their implementation (Task 16)	M = 3.52 Frequently	M = 1.74 Frequently	M = 1.36 Sometime
4) --assisted the school staffs in interpreting the school system's policies and procedures (Task 17)	M = 3.50 Frequently	M = 1.75 Frequently	M = 1.41 Sometime
5) --conducted <u>post-observation</u> conferences with teachers (discussed my written evaluation and encouraged their written self-evaluation and comments) (Task 45)	Percent = 87 Frequently	M = 1.89 Frequently	Percent=46 Sometime
6) --arranged consultative services for teachers (Task 11)	M = 2.91 Frequently	M = 1.73 Frequently	M = 1.14 Seldom

Table 54 (continued)

	Tasks	Supervisors	Principals	Teachers
7)	--arranged opportunities for teachers to observe a variety of teaching techniques and organizational plans (Task 19)	M = 2.86 Frequently	M = 1.64 Frequently	M = 1.19 Seldom
8)	--conducted <u>pre-observation</u> conferences with teachers (explained my role, reasons for visit; expectations) (Task 44)	Percent = 77 Frequently	M = 1.75 Frequently	Percent=16 Seldom
9)	--interacted as a participant during a faculty in-service in which leadership roles were shared (Task 8)	M = 2.57 Frequently	M = 1.50 Sometime	M = 1.36 Sometime
10)	--assisted faculties and Principals with their faculty studies (Task 20)	M = 2.56 Frequently	M = 1.49 Sometime	M = 1.23 Seldom

reported that post-observation conferences had never been held with them.

Supervisors and principals agreed that supervisors of instruction frequently arranged consultative services for teachers and that they often provided opportunities for teachers to observe a variety of teaching techniques and organizational plans. Teachers strongly disagreed by responding that supervisors seldom provided them with these services. Again, there was high consensus between supervisors and principals that supervisors of instruction frequently conducted pre-observation conferences with teachers in which they explained their role and their expectations. Teachers responded that supervisors of instruction rarely performed this function. In fact, 76 percent of the teachers indicated that supervisors of instruction had never held pre-observation conferences with them.

Supervisors of instruction reported that they frequently interacted as a participant during faculty inservices. Principals and teachers generally agreed that these services were sometime provided. Principals indicated that, sometime, supervisors assisted faculties with faculty studies, while teachers, on the other hand, responded that supervisors rarely provided such assistance.

Tasks sometime performed by supervisors of instruction.--As shown in Table 55, there was general agreement between supervisors and principals that supervisors of

Table 55

Task Directly Related to Improvement of Instruction Sometime
Performed--Supervisors of Instruction

Tasks	Supervisors	Principals	Teachers
1) --encouraged &/or reviewed principal-initiated ideas & programs; served in an advisory capacity in their implementation (Task 23)	M = 2.29 Sometime	M = 1.84 Frequently	--
2) --gave teachers a copy of my written observation-evaluation or placed a copy in their personal folders (after classroom visitations) (Task 46)	Percent = 61 Sometime	M = 1.89 Frequently	Percent=28 Seldom
3) --presented demonstration lessons in teachers' classrooms (Task 9)	M = 2.32 Sometime	M = 1.27 Sometime	M = 1.01 Seldom
4) --planned, implemented, and supervised pilot projects (Task 18)	M = 2.29 Sometime	M = 1.55 Sometime	M = 1.13 Seldom
5) --suggested adaptations of school buildings &/or school facilities to accommodate instructional programs (Task 21)	M = 2.28 Sometime	M = 1.46 Sometime	M = 1.21 Seldom

instruction encouraged and/or reviewed principal-initiated ideas and programs and provided services in their implementation.

Again there was general agreement between supervisors and principals that usually, supervisors of instruction either gave teachers a copy of their written observations or placed a copy in their personal folders. Thirty-five percent of the supervisors of instruction reported, however, that they did not perform this function and 59 percent of the teachers reported that they never received a copy of the supervisors' written observation-evaluation.

There was a high degree of consensus between supervisors and principals that, sometime, supervisors of instruction presented demonstration lessons; planned, implemented, and supervised pilot projects; and suggested adaptations of school buildings and/or school facilities to accommodate instructional programs. Teachers, to the contrary, reported that supervisors of instruction seldom provided these services.

Tasks Possibly Related to the Improvement of Instruction

Tasks consistently performed by supervisors of instruction.-- As shown in Table 56, there was a high degree of consensus among supervisors of instruction, principals and teachers that supervisors of instruction frequently made brief visits to teachers' classrooms to make friendly

Table 56

Tasks (Possibly) Related to Improvement of Instruction
Consistently Performed -- Supervisors of Instruction

Tasks	Supervisors	Principals	Teachers
1) --briefly visited some teachers' classrooms and made a few friendly inquiries and/or comments (Task 27)	M = 5.67 Consistently	M = 2.51 Frequently	M = 1.79 Frequently
2) --encouraged teachers to assume responsibilities for decision-making in professional matters (Task 14)	M = 4.49 Consistently	M = 1.82 Frequently	M = 1.47 Frequently
3) --delivered materials to schools (Not in conjunction with a regular visit) (Task 30)	M = 4.29 Consistently	M = 2.31 Frequently	--

inquiries and possibly a few comments, and that they often encouraged teachers to assume responsibility for decision-making in professional matters. Principals also agreed that supervisors of instruction frequently delivered materials to their schools when the delivery was not in conjunction with a regular visit.

Tasks frequently performed by supervisors of instruction.--Principals highly concurred with the supervisors of instruction that they frequently assisted them in solving personnel problems. Supervisors of instruction also reported that they frequently assisted principals in scheduling, checking records, completing forms, and/or other administrative tasks and principals agreed that supervisors sometimes performed these functions.

Tasks sometime performed by supervisors of instruction.--There was a high degree of consensus among supervisors, principals and teachers that supervisors of instruction sometime conducted speaking engagements to parent groups at their schools where the school system's policies and procedures were interpreted, and questions about the school program were answered. In addition, supervisors reported that, sometime, they also conducted speaking engagements to civic groups where they interpreted the school system's policies and procedures and answered inquiries about the school program. Between supervisors and principals, consensus existed that supervisors of instruction sometime worked with

Table 57

Tasks (Possibly) Related to Improvement of Instruction
Frequently Performed---Supervisors of Instruction

Tasks	Supervisors	Principals
1) --assisted Principals in solving personnel problems (Task 28)	M = 3.40 Frequently	M = 1.69 Frequently
2) --assisted Principals in scheduling, checking records, completing forms, and/or other administrative tasks (Task 29)	M = 2.90 Frequently	M = 1.54 Sometime

Table 58

Tasks (Possibly) Related to Improvement of Instruction
Sometime Performed -- Supervisors of Instruction

Tasks	Supervisors	Principals	Teachers
1) --conducted speaking engagements to <u>parent</u> groups at schools, interpreted school system's policies and procedures, answered inquiries about the school program (Task 31)	M = 2.46 Sometime	M = 1.37 Sometime	M = 1.25 Sometime
2) --conducted speaking engagements to <u>civic</u> groups (clubs, church organizations) in interpreting the school system's policies and procedures, answering inquiries about the school system's program (Task 32)	M = 2.05 Sometime		
3) --worked with lay groups in planning volunteer involvement in school program (Task 33)	M = 1.86 Sometime	M = 1.32 Sometime	

lay groups in planning volunteer involvement in school programs.

Tasks Indirectly Related to the Improvement of Instruction

Tasks consistently performed by supervisors of instruction.--As shown in Table 59, there was a high degree of consensus between supervisors of instruction (94 percent) and principals (frequently) that supervisors consulted with principals after teacher-observations and before leaving the schools.

Tasks frequently performed by supervisors of instruction.--In Table 60 is shown the high consensus between supervisors and principals that supervisors of instruction frequently attended system-wide in-service for faculties. Supervisors of instruction also indicated that they frequently participated in professional meetings and/or conferences outside their school systems.

Tasks sometime performed by supervisors of instruction.--As shown in Table 61, both supervisors and principals agreed that supervisors of instruction sometime attended and assisted in principal/parent conferences at the principals' requests. Supervisors of instruction also indicated that, sometime, they completed written teacher-observation evaluations after leaving schools.

Table 59

Tasks Indirectly Related to Improvement of Instruction
Consistently Performed--Supervisors of Instruction

Task	Supervisors	Principals
1) --consulted with Principals after teacher-observations and before leaving the schools (Task 47)	Percent = 94 Consistently	M = 2.51 Frequently

Table 60

Tasks Indirectly Related to Improvement of Instruction
Frequently Performed--Supervisors of Instruction

Tasks	Supervisors	Principals
1) --attended system-wide in-service for faculties (Task 24)	M = 2.66 Frequently	M = 2.13 Frequently
2) --participated in professional meetings &/or conferences outside my school system (Task 26)	M = 3.25 Frequently	--

Table 61

Tasks Indirectly Related to Improvement of Instruction
Sometime Performed--Supervisors of Instruction

Tasks	Supervisors	Principals
1) --attended and assisted in Principal/Parent conferences at Principals' requests (Task 25)	M = 2.26 Sometime	M = 1.45 Sometime
2) --completed written teacher-observation evaluations after leaving the schools (Task 48)	Percent = 61 Sometime	--

Tasks with Little or No Relation to the Improvement of Instruction

Tasks consistently performed by supervisors of instruction.--As shown in Table 62, there was general agreement among supervisors, principals, and teachers that supervisors of instruction frequently attended school functions.

Tasks frequently performed by the supervisors of instruction.--In Table 63 is shown the supervisors' of instruction response that they frequently inventoried and/or packed school materials delivered to a central location or warehouse.

Tasks sometime performed by the supervisors of instruction.--Principals responded that supervisors of instruction frequently observed the functioning of lunchrooms and assisted with the maintenance of school facilities and equipment while supervisors reported that, sometime, they performed these tasks. Supervisors and principals agreed that supervisors sometime submitted a tentative teacher observation agenda. In addition, supervisors of instruction reported that, sometime, they assisted in bonding and tax campaigns. See Table 64.

Tasks seldom performed by the supervisors of instruction.--As shown in Table 65, supervisors of instruction reported that they seldom checked school bus timing and/or routes. Principals, on the contrary, indicated that,

Table 62

Tasks With Little or No Relation to Improvement of
Instruction Consistently Performed--
Supervisors of Instruction

Task	Supervisors	Principals	Teachers
1) --attended school functions (Task 34)	M = 4.35 Consistently	M = 1.65 Frequently	M = 1.61 Frequently

Table 63

Tasks With Little or No Relation to Improvement of
Instruction Frequently Performed--
Supervisors of Instruction

Task	Supervisors
1) --inventoried and/or packed school materials delivered to a central location or warehouse (Task 38)	M = 2.94 Frequently

Table 64

Tasks With Little or No Relation to Improvement
of Instruction Sometime Performed--
Supervisors of Instruction

	Tasks	Supervisors	Principals
1)	--observed functioning of lunchrooms (Task 39)	M = 1.79 Sometime	M = 1.79 Frequently
2)	--assisted with maintenance of school facilities and equipment (Task 40)	M = 1.95 Sometime	M = 1.60 Frequently
3)	--submitted a tentative teacher-observation agenda to my assigned schools (Task 35)	M = 2.24 Sometime	M = 1.39 Sometime
4)	--assisted in bonding and tax campaigns (Task 37)	M = 1.61 Sometime	--

sometime, supervisors of instruction performed this function. Supervisors of instruction also indicated that they seldom substituted for the superintendent.

Table 65

Tasks With Little or No Relation to Improvement
of Instruction Seldom Performed--
Supervisors of Instruction

Tasks	Supervisors	Principals
1) --checked school bus timing and/or routes (Task 36)	M = 1.47 Seldom	M = 1.37 Sometime
2) --substituted for the superintendent (Task 41)	M = 1.40 Seldom	--

CONCLUSIONS

The data presented in this dissertation point out that a true partnership among supervisors of instruction, principals and teachers does not exist. The highest consensus among supervisors, principals and teachers to supervisory task performance involved tasks in which supervisors demonstrated by their actions and/or presence their intent to establish and maintain good rapport with the faculty and/or community. Overall, there was a higher consensus concerning task performance of supervisors between supervisors and principals than between supervisors and teachers. From principals' responses, it is concluded that, as a whole, principals found supervisory services to be

supportive, worthwhile and meaningful. Supervisors reported performing most frequently tasks involving close teacher or close principal contact. Supervisors reported less time spent performing tasks that have little or no relation to the improvement of instruction. Teachers appeared to be relatively neutral when reacting to supervisory task performance that was student-centered. And the most negative teacher-reaction was found in teachers' responses to tasks often, but not necessarily, performed by supervisory personnel when effective teaching techniques or classroom management are in question. There was an obvious disagreement of reported frequency of task performance between supervisors and teachers. These findings lead the writer to conclude that many teachers do not understand the supervisor's role nor do they appear to be receiving the types of services they deem necessary.

While 77 percent of the principals and 54 percent of the teachers rated supervisory services adequate to more than adequate in being supportive, worthwhile or helpful, there was a high degree of consensus among supervisors of instruction, principals and teachers that principals should assume a major role in classroom observations. The responsibility for assuming a dynamic leadership role in improving teaching techniques and instruction should remain with supervisors of instruction. However, by incorporating the potential source of support and assistance resting with principals, school personnel and programs should benefit from a concentration

of efforts by those in positions to effect results. The writer concludes that supervisors of instruction, principals and teachers appear to be seeking a more cooperative working relationship and a sharing of supervisory responsibilities between supervisors and principals.

It was found that supervisors were devoting almost equal amounts of time to tasks related to the improvement of instruction as to general office routine. Supervisors of instruction identified the ideal supervisor characteristics as knowledgeable, helpful and friendly; and they agreed that the future supervisory role entailed instructional planning, teacher in-service, one-to-one assistance to teachers, and program evaluation. These data lead the writer to conclude that the trend appears to be toward a balance between central office tasks that are supervisory and administrative in nature; that supervisors recognize the need for technical competence as well as proficiency in human relations; and that future plans involve playing a supportive, stimulator role in the development, maintenance and improvement of instruction--all of which should strengthen the supervisory position.

A broad range of responsibilities for the instructional program often assigned to supervisors of instruction has been pointed out as a probable cause of supervisory ineffectiveness. In this study, 68 percent of the supervisors reported grade level responsibilities from primary grades through one or more high school grades. This writer

concludes that the supervisor's range of responsibilities must be narrowed and he must be given opportunities to provide expected constructive support to teachers before his services become negligible and his role obsolete.

The findings are limited to the population studied and cannot be applied to other populations.

Suggested directions for further research:

1. The extent to which teachers and/or principals are involved with supervisors of instruction in curriculum construction;
2. The types of supervisory assistance teachers and principals most often seek;
3. The degree to which supervisors and principals are coordinating their efforts in a common study of problems;
4. The characteristic features of effective in-service from the point of view of teachers;
5. The relative importance of supervisors' pre- and post-observation conferences with teachers;
6. State-wide recurring supervisory activities;
7. Principal and teacher-expectations of supervisory services;
8. Teacher attitudes toward supervisors and supervision before and after receiving in-service pertaining to supervisory roles of supervisors within their own systems;
9. The trend in regard to hiring "generalists" and "specialists";

10. Supervisor expectations and/or evaluations of their own roles;

11. From the supervisor's point of view, the effectiveness of principal-teacher evaluations of supervisory services--peer evaluations--evaluations by superiors;

12. The variations of duties of supervisors of instruction in the course of job performance;

13. The functions of leadership in relation to curriculum development and instructional improvement;

14. Current procedures used in teacher evaluations--the degree of teacher-principal-supervisor consensus to the effectiveness of procedures used and reported confidence in the results; and

15. Supervisory techniques used to broaden teacher's teaching skills.

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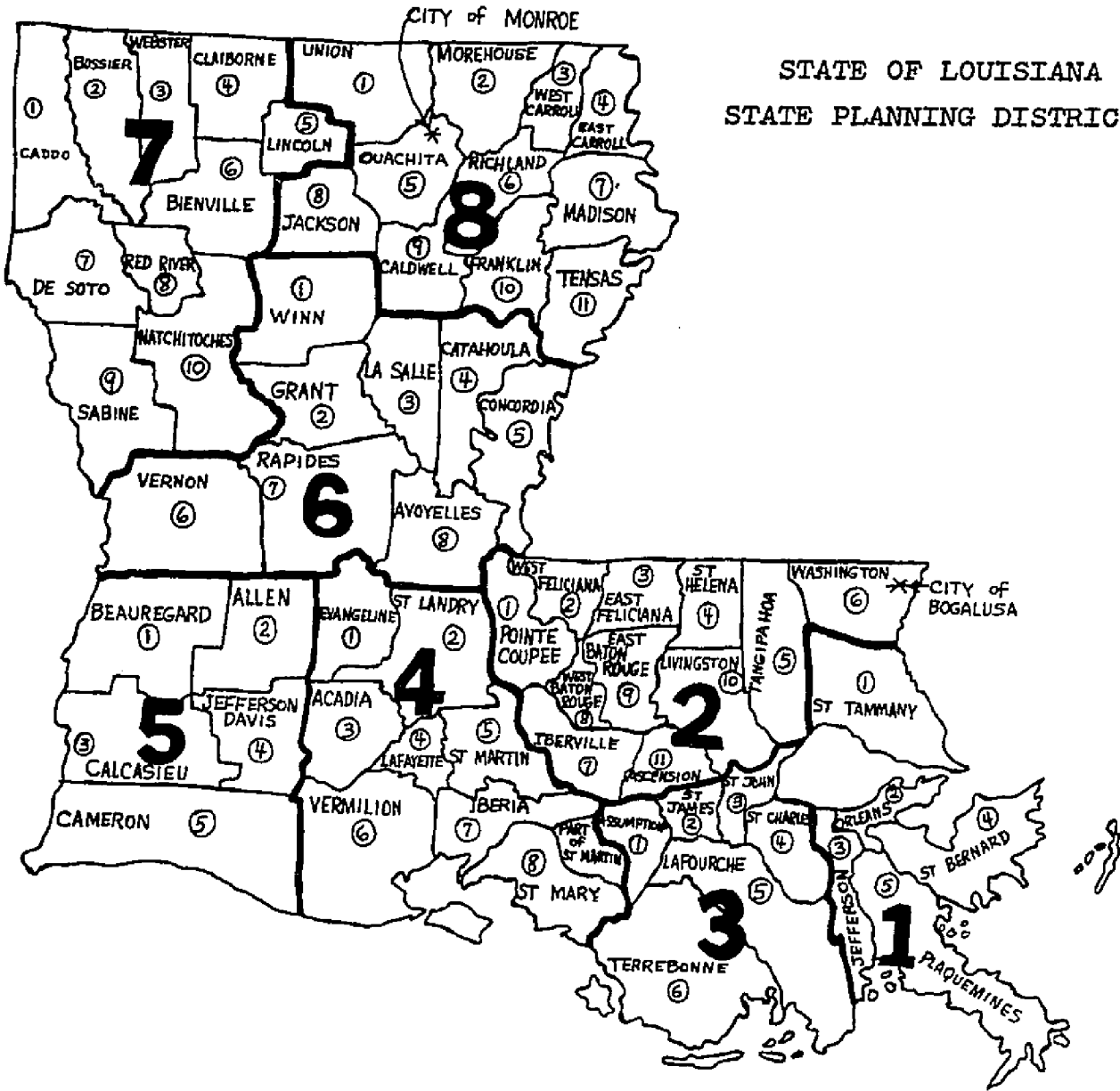
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APPENDICES

STATE OF LOUISIANA
STATE PLANNING DISTRICTS



APPENDIX A

APPENDIX B

CHECK LIST CODE

PARISH	DISTRICT
1 = A	1 = A
2 = B	2 = B
3 = C	3 = C
4 = D	4 = D
5 = E	5 = E
6 = F	6 = F
7 = G	7 = G
8 = H	8 = H
9 = I	
10 = J	
11 = K	
12 = LL (City of Bogalusa)	
13 = MM (City of Monroe)	

APPENDIX C

FIFTY-NINE CODED PARISH AND CITY PUBLIC
SCHOOL SYSTEMS OF LOUISIANA

	Parish	District	Code
Acadia	3	4	CD
Allen	2	5	BD
Ascension	11	2	KB
Assumption	1	3	AC
Beauregard	1	5	AE
Bienville	6	7	FG
Bogalusa (City of)	1	2	LL (Assigned)
Bossier	2	7	BG
Caddo	1	7	AG
Calcasieu	3	5	CE
Caldwell	9	8	IH
Cameron	5	5	EE
Catahoula	4	6	DF
Claiborne	4	7	DG
Concordia	5	6	EF
East Baton Rouge	9	2	IB
East Carroll	4	8	DH
East Feliciana	3	2	CB
Iberia	7	4	GD
Iberville	7	2	GB
Jackson	8	8	HH
Jefferson	3	1	CA
Jefferson Davis	4	5	DE
Lafayette	4	4	DD
LaSalle	3	6	CF
Lincoln	5	7	EG
Lafourche	5	3	EC
Livingston	10	2	JB
Madison	7	8	GH
Monroe (City of)	1	3	MM (Assigned)
Natchitoches	10	7	JG

	Parish	District	Code
Orleans	2	1	-- (Uncoded)
Ouachita	5	8	EH
Pointe Coupee	1	2	AB
Plaquemines	5	1	EA
Rapides	7	7	GF
Red River	8	7	HG
Richland	6	8	FH
Sabine	9	7	IG
St. Bernard	4	1	DA
St. Charles	4	3	DC
St. Helena	4	2	DB
St. James	2	3	BC
St. John	3	3	CC
St. Landry	2	4	BD
St. Martin	5	4	ED
St. Mary	8	4	HD
St. Tammany	1	1	AA
Tangipahoa	5	2	EB
Terrebonne	6	3	FC
Tensas	11	8	KH
Vermilion	6	4	FD
Vernon	6	6	FF
Washington	6	2	FB
Webster	3	7	CG
West Baton Rouge	8	2	HB
West Carroll	3	8	CH
West Feliciana	2	2	BB
Winn	1	6	AF

APPENDIX D

15 September 1975

Dear Colleague:

I am in the process of gathering data for my dissertation which is entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers." It is to be a state-wide study of practices of supervisors of instruction during the 1974-75 school year from three points of view: (1) what the supervisors of instruction report they were doing, (2) what the teachers report the supervisors of instruction were doing, and (3) what the principals report the supervisors of instruction were doing.

This topic attracted my attention several years ago. Through my L.S.S.A. affiliation and during my two years as Secretary-Treasurer (1971-72, 1972-73), I noted the diversity of job responsibilities of supervisors of instruction. Authors with expertise in the field have written articles to the effect that supervisors of instruction are losing their effectiveness, the role itself is being severely criticized, and some claim that the position is in danger of extinction.

Two studies of supervisor of instruction practices created interest in 1958 and 1959. "Louisiana Supervisors Examine Their Practices" (1958), sponsored by the L.S.S.A. in cooperation with the College of Education, L.S.U. and the State Department of Education, reported a Southeastern supervisors' study, a Fifth District Supervisors' study, and an East Baton Rouge Supervisors' study. "What Others Think of Supervisors," was conducted by supervisors of the Eighth Congressional District and included only the supervisory practices in that district (1959).

I am requesting that the Louisiana School Supervisors' Association officially endorse my study and that I be allowed to include this endorsement in my letters to superintendents and supervisors throughout the state. Such an undertaking should surely prove of benefit to all supervisors of Louisiana.

I am looking forward to hearing from you and the Louisiana School Supervisors' Association in the very near future as I hope to place the checklists throughout the state in early October.

Thank you for your consideration and cooperation.

Sincerely,

Frances Ferguson

APPENDIX D

LOUISIANA SCHOOL SUPERVISORS' ASSOCIATION

Dear Frances:

I do not have any "great seal of office" to stamp this letter with, but please believe that you have official endorsement of your study by the Executive Committee of L.S.S.A.

Sincerely

Calvin C. Hebert

APPENDIX E

PARISH AND CITY SCHOOL SUPERINTENDENTS OF LOUISIANA

<u>Parish</u>	<u>Superintendent</u>
1. Acadia	Dr. John A. Bertrand
2. Allen	Albert L. Kennard
3. Ascension	M. B. Gautreau
4. Assumption	Roy A. Himel
** 5. Avoyelles	Dr. Charles E. Spears
6. Beauregard	Frank Hennigan
7. Bienville	Dewitt Clements
8. Bossier	John McConathy
9. Caddo	Dr. Earl A. McKenzie
10. Calcasieu	R. C. Russell
11. Caldwell	Edmond L. Richard
12. Cameron	U. W. Dickerson
13. Catahoula	Kelly N. Breithaupt
14. Claiborne	William Thomas Bailey
15. Concordia	Dr. Ben L. Green, Jr.
**16. DeSoto	Douglas McLaren
17. East Baton Rouge	Robert J. Aertker
18. East Carroll	James T. Herrington
19. East Feliciana	James V. Soileau
**20. Evangeline	J. Hart Perrodin
**21. Franklin	Victor Sterling Hodgkins
**22. Grant	T. O. Harrison, Jr.
23. Iberia	George H. Fuller
24. Iberville	Sam A. Distefano, Sr.
25. Jackson	S. L. Ledbetter
26. Jefferson	Larry J. Sisung, Jr.
27. Jefferson Davis	J. C. Neely
28. Lafayette	Harold H. Gauthé
29. Lafourche	Warren L. Authement
30. LaSalle	Dr. Harold G. Denning
31. Lincoln	Thomas G. Judd
32. Livingston	Caroll P. Leggette
33. Madison	H. Boone Halbach
**34. Morehouse	O. L. Harper
35. Natchitoches	Levi J. Thompson

**Parishes--did not participate in the state-wide study

<u>Parish</u>	<u>Superintendent</u>
36. Orleans	Dr. G. A. Geisert
37. Ouachita	J. O. Lancaster
38. Plaquemines	L. M. Tinsley
39. Pointe Coupee	Warren B. Braud
40. Rapides	Allen Nichols
41. Red River	William H. Loftin
42. Richland	Carlton Johnson
43. Sabine	Wiley M. Cummings
44. St. Bernard	Joseph J. Davies, Jr.
45. St. Charles	Robert C. Rice
46. St. Helena	Reed R. Meadors
47. St. James	Roland J. Roussel
48. St. John	Albert T. Becnel
49. St. Landry	John R. Dupre
50. St. Martin	Vernon A. Mills
51. St. Mary	Evans J. Medine, Jr.
52. St. Tammany	C. J. Schoen
53. Tangipahoa	Edwin M. Newman
54. Tensas	Dr. C. E. Thompson
55. Terrebonne	Henry M. Breaux
**56. Union	Chiles I. Carpenter
57. Vermilion	Ray Broussard
58. Vernon	Curtis Bradshaw
59. Washington	James G. Bailey, Jr.
60. Webster	W. W. Williams
61. West Baton Rouge	L. C. Lutz
62. West Carroll	Billy F. Kay
63. West Feliciana	Wendell H. Hall
64. Winn	T. J. Bankston
65. City of Monroe	Dr. Sidney A. Seegers
66. City of Bogalusa	Dr. Frank Mobley

**Parishes--did not participate in the state-wide study.

APPENDIX F

19 September 1975

Dear Superintendent:

I am in the process of gathering data for my dissertation which is entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers." It is to be a state-wide study of practices of supervisors of instruction during the 1974-75 school year from three different points of view: (1) what the supervisors of instruction report they did during this period, (2) what the teachers report the supervisors of instruction did during this period, and (3) what the principals report the supervisors of instruction did during the same time.

This study should prove beneficial to Louisiana superintendents. While its main concern is with the present status of supervisors of instruction, it may afford insight toward the improvements of future practices in this area. There is no attempt to analyze job performance or to supply reasons why certain phenomena existed during the 1974-75 school year. It will simply attempt to identify their existence.

I am making three requests of each parish superintendent of schools throughout the state. They are as follows:

1. Permission to include in the study all supervisors of instruction (including supervisors of specific disciplines) and a sampling of parish elementary (K-8) principals and teachers.
2. A written endorsement of the study and permission to include this endorsement with the supervisors', the principals', and the teachers' checklists.
3. A listing of personnel who met the following qualifications, but who did not function under the title "supervisor" during the 1974-75 school year:
 - a) member of school system's central office staff,
 - b) certified professional educator with specialized preparation in supervision (or a specific discipline),

c) played a supportive role in the promotion, development, maintenance, and improvement of instruction

*Blank spaces have been provided below for the names and titles of personnel who fit the description of item #3 above.

<u>Listing of Personnel:</u> (K-8 Only)	<u>Title Under Which Personnel Functioned:</u>
1. _____	_____
2. _____	_____
3. _____	_____

NOTE: Additional listings may be placed on the back. Please do not include personnel in Federal Projects.

I am looking forward to hearing from you in the very near future as I hope to place the checklists throughout the state in early October. The goal is to have 100% participation of all Louisiana parishes. Can your parish be included among them?

Enclosed, there is a stamped, self-addressed envelope for your convenience. Thank you in advance for your consideration and cooperation.

Sincerely,

Frances Ferguson

Dear Mrs. Ferguson:

____ You have permission to include in your study my supervisors of instruction (including supervisors of specific disciplines and/or additional personnel listed) as well as a sampling of parish elementary (K-8) principals and teachers.

____ I am forwarding a written endorsement of your study which you may include with the supervisors', the principals', and the teachers' checklists.

Parish Superintendent

APPENDIX F (continued)

20 October 1975

Dear Superintendent:

I know the beginning of a school year is extremely hectic and the demands on your time are often excessive. I sincerely apologize for adding to your very busy agenda, and I would not do so if it weren't so important to me.

Several weeks ago, I requested permission to contact your supervisors of instruction, two principals, and four teachers, in order to collect data needed for my dissertation entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals and Teachers." I am completing this study while enrolled in the doctoral program at L.S.U. (Major Professor: Dr. G. C. Gibson). There will be no attempt to identify or compare specific school systems, supervisors, principals or teachers, but I do need a fairly large sampling throughout the state in order for the results to be worthwhile and representative.

For this reason, I am asking again if you will grant permission for me to contact your people. I am pleased to add that the study has been officially endorsed by the Executive Board of the Louisiana School Supervisors' Association.

Thank you again for your time and consideration. I hope to hear from you soon.

Sincerely,

Frances Ferguson

APPENDIX F (continued)

December 1, 1975

Dear Superintendent:

In mid-September I mailed my first request to superintendents of schools throughout Louisiana asking permission of each to contact a sampling of their professional personnel. In order to collect data needed for my dissertation pertaining to current practices of supervisors of instruction, it is necessary for me to get feedback from as many professional individuals as possible. In mid-October, I sent follow-up letters. Since this time, I have discovered that several superintendents did not receive one, or both, of these mailings. Feeling that this may be the same situation in your parish, I am taking the liberty of contacting you in hopes that you will now give my request serious consideration. I sincerely do not mean to impose on you in any way.

My request is that you grant permission for me to mail brief checklists to the supervisors of instruction (K-8) listed in the Louisiana State Directory, two principals and four teachers (K-8) selected randomly from state listings of elementary personnel. The completion of the checklists is entirely voluntary and the identity of the respondents will remain anonymous. The checklists take approximately 10-12 minutes to complete and a stamped, self-addressed envelope will be enclosed with each. In compiling state-wide responses, there will be no attempt to identify or to compare specific personnel or school systems.

To date, forty-five (45) superintendents have responded, forty-two (42) of whom have granted permission for the survey to be conducted in their parishes. The Research Department at L.S.U. in Baton Rouge, has reminded me, however, that I must have a reply from every superintendent of schools since the success of the state sampling depends entirely on responses from supervisors of instruction, principals, and teachers. As a consultant, I have functioned as a supervisor of instruction, myself, for the past seven years. I am sure that you will understand that I have no desire to

place this role in jeopardy. To the contrary, I hope that a study such as this will strengthen the position and create a new interest in the many and varied tasks performed by professional educators in the improvement of instruction.

With this in mind, will you please take a few minutes to consider, and hopefully to grant, my request. If you wish further information, please feel free to contact me at the Jefferson Parish School Board Office (367-3120) or write me in care of the same. I am including a stamped, self-addressed envelope for your convenience. Thank you in advance for your time and consideration. I sincerely appreciate both.

Sincerely,

Frances Ferguson

Mrs. Ferguson:

_____ You have permission to mail checklists to a sampling of professional personnel in my parish.

_____ I do not wish to have my parish participate at this time.

Superintendent of Schools

APPENDIX G

LIST OF SUPERVISORS OF INSTRUCTION

<u>Parish</u>	<u>Name</u>	<u>Title</u>
ACADIA	Simeon Marcotte	Supervisor, Elementary & Special Education
	Mary M. Bossley	Supervisor, Reading
	Dr. James W. Gardner	Supervisor, Testing & Evaluation
ALLEN	Louis E. Jeans	Supervisor, Elementary
ASCENSION	Reynolds Lambert	Supervisor
	Keith Falcon	Supervisor
ASSUMPTION	Clifford J. Barbier	Supervisor, Instruction, Secondary & Elementary
	Albert W. Lewis	Supervisor, Instruction, Secondary & Elementary
BEAUREGARD	Ruby R. Gibson	Director, Libraries, Supervisor, Language Arts (7th & 8th, Music and Textbooks)
	Ervin A. Johnson	Supervisor, Adult Education & Special Education
	Jack R. Gormley	Supervisor, Art, Health & Physical Education, Math Science & Transportation

<u>Parish</u>	<u>Name</u>	<u>Title</u>
BIENVILLE	Dewitt Clements	Supervisor, Class- room Instruction, Transportation
	Ethelbert Smith	Supervisor, Class- room Instruction & Textbooks
BOSSIER	R. H. Kirkland	Supervisor, Elemen- tary Instruction
	R. W. Knight	Supervisor, Secondary Instruction
	W. H. Martin	Supervisor, Social Studies
	Betty James	Supervisor, Special Education
	Gerald Pruett	Coordinator, Science 1-12
CADDO	Mrs. James C. Hall	Supervisor, Elemen- tary
	David V. Middleton	Supervisor, Elemen- tary
	Gladys T. Prillerman	Supervisor, Elemen- tary
	Woodrow W. Turner	Supervisor, Health, Safety, Physical Education
	Myrtle T. Stewart	Supervisor, Language Arts & Social Studies
	Ernest H. Lampkins	Supervisor, Music Education
	Dr. Lilyan Hanchey	Supervisor, Reading
	Mrs. Althia M. Fuller	Supervisor, Science & Mathematics
	Dr. Lester Johnson	Supervisor, Science & Mathematics

<u>Parish</u>	<u>Name</u>	<u>Title</u>
CADDO (continued)	Mrs. Clydie K. Mitchell	Supervisor, Special Education
	Dave Gray	Coordinator
	Edith Elliott	Coordinator
CALCASIEU	C. L. Moon	Supervisor, Mathe- matics & Science
	Cary M. Pardue	Supervisor, Social Studies
	Laura Fruge	Career Education, Consultant (K-8)
	Gloria Ambrose	Supervisor, Elementary
	Barbara Bankens	Supervisor, Upper Elementary
	Pythina Brown	Supervisor, Child- Centered Parent- Tutored Kindergarten Program
	Bobby Nelson	Supervisor, Upper Elementary Math- Science
	James B. Daigle	Supervisor, Music & Arts
	Evelyn Thompson	Supervisor, Special Reading
CALDWELL	William T. Childers	Assistant Superinten- dent & Supervisor, Instruction
	Dr. Johnny Purvis	Supervisor, Elementary
CAMERON	Thomas McCall	Assistant Superinten- dent & Supervisor, Elementary

<u>Parish</u>	<u>Name</u>	<u>Title</u>
CATAHOULA	L. Keith Guice	Supervisor, Instruction
	Cater F. Aplin, Jr.	Supervisor, Instruction
	Hazel B. Bolton	Supervisor, Special Reading
CLAIBORNE	J. R. Sherman	Supervisor, Elemen- tary & Secondary Education
	John B. Lopo	Supervisor, Elemen- tary & Secondary Education
CONCORDIA	Clarence L. Hymon	Supervisor, Instruction
EAST BATON ROUGE	Audrey S. Boykin	Supervisor II, Elementary
	Kenneth Tullos	Supervisor I, Art
	Patricia Harvey	Supervisor I, Elementary
	Osceola Jackson	Supervisor I, Elementary
	John Parrino	Supervisor I, Elementary
	Walker Thomas	Supervisor I, Elementary
	Edna B. West	Supervisor I, Elementary
	Edna Breaux	Supervisor I, Elementary
	Helen Brown	Supervisor I, English & Social Studies
	Gary Blocker	Supervisor I, English & Social Studies
Josie Garrett	Supervisor I, Health & Physical Education	

<u>Parish</u>	<u>Name</u>	<u>Title</u>
E. BATON ROUGE (continued)	Ray Porta	Supervisor I, Health & Physical Education
	Ann Tinsley	Supervisor I, Math
	Harry Evans	Supervisor I, Music
	Mike Chambers	Supervisor I, Science
	George S. McLean	Supervisor I, Special Education
	Irene Newby	Supervisor I, Special Education
	Margueritte T. Baham	Supervisor I, Speech & Foreign Language
	Josie Fitzpatrick	Supervisor, Elementary
	Ralph Howard	Supervisor I, Vocational Education
	Carol Peltier	Supervisor, Reading
	Dr. Donald Hoover	Coordinator, General
	Dr. Mary Newkome	Instructional Con- sultant
EAST CARROLL	O. L. Patrick	Asst. Superintendent, Elementary Education
EAST FELICIANA	Huey L. Tynes	Supervisor, Elemen- tary & Secondary
	Woodrow Wilson	Supervisor, Elemen- tary & Secondary
IBERIA	Ruby B. Segura	Supervisor, Instruction
	Audrey W. Ausberry	Supervisor, Elementary
	Mildred K. Estis	Supervisor, Elementary

<u>Parish</u>	<u>Name</u>	<u>Title</u>
IBERIA (continued)	Bert Terrell	Supervisor, Special & Adult Education
	Kenward J. Viator	Coordinator, Parish Curriculum
IBERVILLE	Arnett D. James, Jr.	Supervisor, Instruction
	Wendol O. Williams	Supervisor, Instruction
	Grace Starks	Supervisor, Special Education
JACKSON	Kenneth R. Brown	Supervisor, Instruc- tion Elementary
	R. E. Crowe	Supervisor, Guidance & Career Education
JEFFERSON	Richard Preis	Supervisor, Health & Physical Education
	Fred L. Rivette	Supervisor, Middle & High Schools
	Joseph James	Consultant, Elementary
	Joan Johnston	Consultant, Elementary
	Julie Wagner	Consultant, Elementary
	Margaret Goodman	Consultant, English
	Claire D'Antoni	Consultant, Reading
	Majorie King	Consultant, Science
JEFFERSON DAVIS	Wilbert D. Rochell	Supervisor, Instruction
	W. F. Whitford	Supervisor, Instruction
	Julius Ardoin	Coordinator, Career Education & Guidance

<u>Parish</u>	<u>Name</u>	<u>Title</u>
LAFAYETTE	Charles Dennis	Supervisor, Elementary
	Merline Moresi	Supervisor, Elementary
	Sari Stroud	Supervisor, Special Education
LAFOURCHE	I. T. Danos	Supervisor, Elemen- tary Testing & Evaluation & CODOFIL
	John J. Marcello	Supervisor, Secondary & Director of Career Education
	Henry Barrios	Supervisor, 7-9
	Thomas Shanklin	Supervisor, Special Education
LASALLE	Jack Lee	Supervisor, Elementary
LINCOLN	William A. Gullatt	Supervisor, Instruction
	David Wright	Supervisor, Instruction, K-12
LIVINGSTON	Joseph C. Peak	Supervisor, Instruction
	Merlin L. St. Cyr	Supervisor, Instruction
MADISON	Valerie W. Kimbell	Supervisor, Elementary
NATCHITOCHE	Julia Hildebrand	Supervisor, Elementary
	George S. Lewis	Supervisor, Elementary

<u>Parish</u>	<u>Name</u>	<u>Title</u>
ORLEANS	Michael B. Jolley	Supervisor, Elementary Education (Lower)
	Anna Van Kuren	Supervisor, Elementary Education (Upper)
	Charles Suhor	Supervisor, English
	John H. Boucree	Acting Supervisor, Guidance
	Marguerite Massa	Supervisor, Instruction
	Ursulie Reeves	Supervisor, Instruction
	Peter Dombourian	Supervisor, Music
	Olympia Boucree	Supervisor, Mathematics
	E. Pat Maloney	Supervisor, Reading
	Donald L. Perkins	Supervisor, Science
	Louis Vinson	Supervisor, Social Studies
	Estelle F. Kelly	Supervisor, Special Education
	Ellen Gilbert	Supervisor, Special Education
	Harriet J. Muntz	Supervisor, Career & Child Accounting
OUACHITA	Oreatha S. Luttrell	Coordinator, Elementary
	Patrick Robinson	Coordinator, Elementary
	Abe Pierce, III	Coordinator, Secondary
	Henry Camp	Coordinator, Music & Driver Education

<u>Parish</u>	<u>Name</u>	<u>Title</u>
OUACHITA (continued)	C. B. Griggs	Coordinator, Math, Science, Vocational Agriculture
	Wamul Owens	Coordinator, Special Education
PLAQUEMINES	Ronald E. Duver	Supervisor, Instruction
POINTE COUPEE	Luther Robillard	Supervisor, Instruction
	Norbert Hurst	Supervisor, Elementary
RAPIDES	Katherine B. Payton	Supervisor, Elementary
	Ernestine S. Bridges	Supervisor, Career Education
RED RIVER	Maxie W. Kitchings	Supervisor, Instruction
	Sherman Newton	Supervisor, Instruction
RICHLAND	Henry A. Hazlitt	Supervisor, Academic Affairs
SABINE	W. G. Simmons	Supervisor, Elemen- tary & Secondary Instruction
	Francis Tatum	Supervisor, Elemen- tary & Secondary Instruction
ST. BERNARD	Dr. Thomas Warner	Director, Curriculum
	James Sprinkle	Supervisor, Elementary
ST. CHARLES	Raymond K. Smith	Supervisor, Instruc- tion, Language Arts, Music & Kindergarten
	Richard J. Keller	Supervisor, Instruc- tion, Personnel, Science & Special Education

<u>Parish</u>	<u>Name</u>	<u>Title</u>
ST. CHARLES (continued)	Russell D. Giammanco	Supervisor, Instruction, Social Studies, Math & Libraries
ST. HELENA	Eliza Travis	Supervisor, Instructional
	Lola Stallworth	Supervisor, Instructional
ST. JAMES	Ellis J. Roussel	Supervisor, Elementary
	Willis A. Octave	Supervisor, Elementary
ST. JOHN	Juliette C. Alford	Supervisor, Instruction, Elementary
ST. LANDRY	Theodore J. Griffin, Sr.	Director, Curriculum
	Gordon H. Bordelon	Supervisor, Instruction
	Harold J. Landreneau	Supervisor, Instruction
	Clifford J. Lemelle	Supervisor, Instruction
	Russell McBride	Supervisor, Instruction
	Dale Pefferkorn	Supervisor, Instruction
	Winfred Sibille	Supervisor, Instruction
	Ray A. Sturgis	Supervisor, Instruction
	John Vallien	Supervisor, Instruction
ST. MARTIN	Francis J. Guidry	Supervisor, Elementary, Curriculum & Instruction
	Gayle A. Blanchard	Supervisor, Guidance & Evaluation

<u>Parish</u>	<u>Name</u>	<u>Title</u>
ST. MARTIN (continued)	John Dupuis	Supervisor, Language Arts
	Jervis Thibodeaux	Supervisor, Mathematics
	Joellyn Delcambre	Supervisor, Reading
ST. MARY	Donovan L. Pontiff	Supervisor, Elementary
	Wilton M. Sharkey	Supervisor, Elementary
	Edward Payton	Supervisor, Instruction
	Dorothy Young	Supervisor, English
ST. TAMMANY	Mary Ellen Armitage	Supervisor, Elementary
	Ermine McNeely	Supervisor, Elementary
	Roswell A. Pogue	Supervisor, Elementary
	W. Delous Smith	Supervisor, Elementary
	Glynn Fairburn	Supervisor, Elementary
	TANGIPAHOA	Bobby E. Robinson
Virgil Allen		Supervisor, Health & Physical Education, Drivers Education, Guidance
Glenda Dufreche		Supervisor, Special Education
TENSAS	Neal L. Johnson	Director, Career Education
	Doris Pollard	Supervisor, Elementary

<u>Parish</u>	<u>Name</u>	<u>Title</u>
TERREBONNE	Albert P. Subat	Supervisor, Elementary & Adult Education
	Steve A. Lafleur	Supervisor, Instruction & Professional Personnel
	A. D. Martin, Jr.	Supervisor, Guidance & Special Services
	Tommy Thompson	Supervisor, Health & Physical Education
VERMILION	Joan B. Hollier	Supervisor, Elementary (Grades 4-6)
	Jeffery Meaux	Supervisor, Elementary (Grades K-3)
VERNON	Finly Stanly	Supervisor, Instruction
	C. C. Owen	Supervisor, Instruction
	George Thomas	Supervisor, Instruction
	Dr. Billie McRae	Coordinator, Career Education
WASHINGTON	Earle R. Brown	Assistant Superintendent & Supervisor
	Guy Von Schilling	Supervisor
	Herbert Sisson	Supervisor, Career Education
WEBSTER	H. C. Merritt, Jr.	Supervisor, Elementary
	John T. Coleman	Supervisor, Elementary
	Fred Williams	Supervisor, General
	Henry Colvin	Supervisor, Career Education

<u>Parish</u>	<u>Name</u>	<u>Title</u>
WEST BATON ROUGE	Hunter E. English	Supervisor, Classroom
	Adolph R. Slaughter	Supervisor, Classroom
WEST CARROLL	Winford Hammett	Supervisor, Elementary
	Joycelyn Standfer	Supervisor, Reading
WEST FELICIANA	Bryant G. Gordon	Supervisor, Instruction
	Larry Foil	Supervisor, Elementary
WINN	Olive Ann Willis	Supervisor, Elemen- tary, General
CITY OF MONROE	Nell Cascio	Supervisor, Elemen- tary & Special Education
	Charles J. Edwards	Supervisor, Elemen- tary & Adult Education
	Matthew H. Williams, Jr.	Supervisor, Junior & Senior High Schools
	Maria Maggio	Supervisor, Guidance & Career Education
CITY OF BOGALUSA	Mildred Earles	Supervisor, Instruction (Elementary)

APPENDIX H

24 October 1975

Dear Colleague:

While enrolled in the doctoral program at L.S.U. I am in the process of gathering data for my dissertation which is entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers." It is to be a state-wide study of practices of supervisors of instruction during the 1974-75 school year from three different points of view: (1) that of the supervisors of instruction, (2) that of the teachers, and (3) that of the principals.

This topic attracted my attention several years ago. Through my L.S.S.A. affiliation and during my two years as Secretary-Treasurer (1971-72, 1972-73), I noted a diversity of job responsibilities for supervisors of instruction. The main concern of this study is with the present status of supervisors of instruction throughout Louisiana. There will be no attempt to identify the reasons why certain phenomena existed or to identify specific parishes. It will simply point to the fact that they did exist.

This study will include certified professional educators in the state who

- a) have specialized preparation in supervision (or a specific discipline),
- b) are a member of the school system's central office staff,
- c) play a supportive, stimulator role in the promotion, development, maintenance, and improvement of instruction.

Those individuals who function in this capacity under a title other than "supervisor" will also be included.

Your superintendent of schools has granted permission for me to conduct this study within your parish. I am requesting that you take a few minutes out of your busy schedule and complete the enclosed checklist. You are not requested to identify yourself, so you are urged to answer each item honestly, thoughtfully, and as carefully as possible. I

need as many returns as possible to make the results meaningful. Because of the high cost of a "follow-up" mailing, I am asking that you help a fellow colleague by forwarding the completed checklist by return mail. This will make a second request unnecessary, and it will be sincerely appreciated.

Thank you in advance for your consideration and cooperation.

Sincerely,

Frances Ferguson

APPENDIX H (continued)

8 January 1976

TO: Supervisors of Instruction
FROM: Frances Ferguson
RE: Completion of Checklist for Dissertation--A Study of
tasks of Supervisors of Instruction throughout
Louisiana

In tabulating the numbers of checklists from Supervisors of Instruction, I find that returns do not yet add up to fifty percent. This will not give us much of a voice in the final analysis considering the fact that Principals' and Teachers' checklists have come in at over the sixty percent mark.

The last two months have been filled with holidays, deadlines, planning, and innumerable extra's that have kept all of us more than busy. Our desks are stacked with mail and our agendas are filled with "musts," but would you please check to see if the Supervisor of Instruction checklist is among the stack, pull it out, fill it in, and send it on its way? The responses that have come in have been well done and carefully thought out. If yours is among these, thank you very much. If you haven't had the time to get around to it yet, now is the time.

Since the study pertains to us, the supervisors of curriculum and instruction, it is important that we make the little extra effort to state the facts about our tasks and responsibilities. In the long run, we should be the ones to benefit.

Thank you again for your interest and your time.

Sincerely,

Frances Ferguson

SUPERVISOR OF INSTRUCTION
PERSONAL DATA SHEET

As a supervisor of instruction, I am responsible for the instructional program in grades _____ through _____.

NOTE: Area, or areas, of responsibility for respondents must encompass any one, or all, of grades K-8.

Place a check mark (✓) in the appropriate blank in each category:

I. I am considered a ---

1. General Supervisor of Instruction--encompassing more than one discipline or area.

2. Supervisor of Instruction in the specialized area of---

- | | |
|--|---|
| a) <input type="checkbox"/> Reading | g) <input type="checkbox"/> Art |
| b) <input type="checkbox"/> Language Arts | h) <input type="checkbox"/> P.E. (Hth-P.E.) |
| c) <input type="checkbox"/> Mathematics | i) <input type="checkbox"/> Kindergarten |
| d) <input type="checkbox"/> Social Studies | j) <input type="checkbox"/> Special Education |
| e) <input type="checkbox"/> Science | k) <input type="checkbox"/> Other: _____ |
| f) <input type="checkbox"/> Music | |

3. I function as a supervisor of instruction, but my title is _____

II. Degree Held: (Check highest only)

- | | | |
|---|--|---|
| 1 <input type="checkbox"/> B.A. or B.S. | 3 <input type="checkbox"/> Master's + 30 | 5 <input type="checkbox"/> Doctoral |
| 2 <input type="checkbox"/> Master's | 4 <input type="checkbox"/> Specialist | 6 <input type="checkbox"/> Other: _____ |

III. List Areas of Certification:

IV. Professional Background: (More than one check mark may be necessary to completely describe your professional experiences)

- | | |
|---|--|
| 1 <input type="checkbox"/> elementary teacher | 7 <input type="checkbox"/> secondary teacher |
| 2 <input type="checkbox"/> elementary principal | 8 <input type="checkbox"/> secondary principal |
| 3 <input type="checkbox"/> elementary ass't principal | 9 <input type="checkbox"/> secondary ass't principal |
| 4 <input type="checkbox"/> elementary counselor | 10 <input type="checkbox"/> guidance counselor |
| 5 <input type="checkbox"/> elementary consultant | 11 <input type="checkbox"/> Other: _____ |
| 6 <input type="checkbox"/> elementary coordinator | |

V. Age Group:

- | | | |
|----------------------------------|----------------------------------|----------------------------------|
| 1 <input type="checkbox"/> 20-25 | 3 <input type="checkbox"/> 36-45 | 5 <input type="checkbox"/> 56-65 |
| 2 <input type="checkbox"/> 26-35 | 4 <input type="checkbox"/> 46-55 | |

VI. Total Years of Experience in the Field of Education:

- | | | |
|---------------------------------------|--|--|
| 1 <input type="checkbox"/> 1-4 years | 3 <input type="checkbox"/> 11-15 years | 5 <input type="checkbox"/> 26-30 years |
| 2 <input type="checkbox"/> 5-10 years | 4 <input type="checkbox"/> 21-25 years | 6 <input type="checkbox"/> 31+ years |

VII. Total Years of Experience in Supervision:

- | | | | |
|---------------------------------------|--|--|--------------------------------------|
| 1 <input type="checkbox"/> 1-3 years | 3 <input type="checkbox"/> 11-15 years | 5 <input type="checkbox"/> 21-25 years | 7 <input type="checkbox"/> 31+ years |
| 2 <input type="checkbox"/> 4-10 years | 4 <input type="checkbox"/> 16-20 years | 6 <input type="checkbox"/> 26-30 years | |

	NO	1-5	6-10	11-15	16-20	21-30	31-40	41-50	51+
27.--briefly visited some teachers' classrooms and made a few friendly inquiries and/or comments -----									
28.--assisted Principals in solving personnel problems -----									
29.--assisted Principals in scheduling, checking records, completing forms, &/or other administrative tasks -----									
30.--delivered materials to schools (Not in conjunction with a regular visit) -----									
31.--conducted speaking engagements to parent groups at schools, interpreted school system's policies and procedures, answered inquiries about the school program -----									
32.--conducted speaking engagements to civic groups (clubs, church organizations) in interpreting the school system's policies and procedures, answering inquiries about the school system's program -----									
33.--worked with lay groups in planning volunteer involvement in school program -----									
34.--attended school functions -----									
35.--submitted a tentative teacher-observation agenda to my assigned schools -----									
36.--checked school bus timing and/or routes -----									
37.--assisted in bonding and tax campaigns -----									
38.--inventoried &/or packed school materials delivered to a central location or warehouse -----									
39.--observed functioning of lunch-rooms -----									
40.--assisted with maintenance of school facilities and equipment -----									
41.--substituted for the superintendent -----									

DIRECTIONS: Place a check mark (✓) in the appropriate column. Your responses will indicate----

NO - you did not perform the task during the 1974-75 school year

EVERY TIME - you performed the task 100% of the time

MOST OF THE TIME - you performed the task approximately 75% of the time

SOMETIME - You performed the task 50% of the time, or less

	NO	EVERY TIME (100%)	MOST OF THE TIME (75%)	SOME TIME (50%)
42.--followed-up professional recommendations I made to teachers-----				
43.--made teacher-evaluation a cooperative, mutual endeavor with each teacher-----				
44.--conducted <u>pre-observation</u> conferences with teachers (explained my role, reasons for visit; expectations)-----				
45.--conducted <u>post-observation</u> conferences with teachers (discussed my written evaluation and encouraged their written self-evaluation and comments)-----				
46.--gave teachers a copy of my written observation-evaluation or placed a copy in their personal folders (after classroom visitations)-----				
47.--consulted with Principals after teacher-observations and before leaving the schools-----				
48.--completed written teacher-observation evaluations <u>after</u> leaving the schools-----				

III. Classroom observations of non-tenured teachers by Supervisors of Instruction---

- 1 _____ are required
- 2 _____ are not required

IV. If Supervisors of Instruction are required to make classroom observations of non-tenured teachers, indicate with a check mark (✓) in the appropriate blank space the number of yearly observations required:

TEACHERS	REQUIRED OBSERVATIONS			
	1	2	3	4 or more
1) First-year teachers				
2) Second-year teachers				
3) Third-year teachers				

V. Classroom observations of experienced teachers by Supervisors of Instruction:

- 1 _____ Classroom observations are not required.
- 2 _____ Classroom observations are made on request only.
- 3 _____ Classroom observations are required and involve--
 - a) _____ a minimum of one visit per year.
 - b) _____ two or more visits yearly.

VI. Central Office Responsibilities:

Place a check mark (✓) in the appropriate blank to indicate an estimate of the AVERAGE amount of time you spent in the Central Office last year:

- 1 _____ less than ½ day/month
- 2 _____ ½ day/month
- 3 _____ 1 day/month
- 4 _____ 2 days/month
- 5 _____ 3-5 days/month
- 6 _____ 6-10 days/month
- 7 _____ 11-15 days/month
- 8 _____ 16+ days/month

VII. Indicate by using numbers from 0-13 the relative amount of time you spent performing the indicated tasks while you were in the Central Office during the 1974-75 school year:

The numbers are to be interpreted as follows:

0 - indicates that you did not perform the task at all

1 - indicates that you spent the most time on this task

2 - indicates the task that you spent a lot of time performing, but not as much time as you spent on the task to which you gave the top priority (i.e. task #1)

Continue numbering. There are 13 tasks. Therefore, the highest possible number you can have is "13." If, in 1974-75, you performed all the tasks, number "13" will be the task to which you gave the least amount of time.

CENTRAL OFFICE TASKS

- a) Preparing Curriculum Guides &/or Policy Manuals & Procedural Bulletins-----
- b) Attending &/or directing committee meetings-----
- c) Writing proposals for Federal funding-----
- d) Evaluating &/or selecting instructional materials & equipment-----
- e) Conferring with state supervisors-----
- f) Assisting in planning guidance services (reviewing testing programs, making recommendations)-----
- g) Planning with specialists & consultants (publishers' representatives, visiting teachers, Central Office staff)-----
- h) Assisting with the building and planning program (working with architects, resource persons to planning department)-----
- i) Attending Staff Meetings-----
- j) General office routine (completing reports, forms, records; answering mail, returning phone calls)-----
- k) Interviewing teacher applicants-----
- l) Writing special reports &/or research studies (School Board members' request) for presentation at School Board Meetings)-----
- m) Approving special request forms for school personnel (field trips, out-of-parish conferences, vacations)-----

VIII. If you attended professional meetings or conferences outside your school system during the 1974-75 school year, indicate approximately how many you attended and how your expenses were met:

A. Attended:

- 1 _____ 1 meeting or conference
- 2 _____ 2-4 meetings or conferences
- 3 _____ 5 or more meetings or conferences

B. Expenses

1 _____ I, personally, assumed all expenses.

2. My school system assumed---

- a) _____ all expenses.
- b) _____ travel expenses (mileage) only.
- c) _____ food and lodging only.
- d) _____ organizational or conference dues only.
- e) _____ Other: _____

IX. As a Supervisor of Instruction, I seek professional growth through--
(More than one blank space may be checked)

- 1 continued college attendance.
- 2 reading professional books, journals, magazines.
- 3 attending professional meetings, conferences, workshops.
- 4 independent research.
- 5 active participation in various professional organizations.
- 6 Other: _____

X. Evaluation of the Supervisor of Instruction:

1. To my knowledge, my services have never been evaluated.
2. My services have been evaluated by---

a) <input type="checkbox"/> a Superintendent	e) <input type="checkbox"/> a combination of one or more
b) <input type="checkbox"/> a Director &/or Superintendent	of my superiors & Principals
c) <input type="checkbox"/> a combination of my superiors	f) <input type="checkbox"/> Teachers
d) <input type="checkbox"/> Principals	g) <input type="checkbox"/> Other: _____

XI. Indicate the degree to which your perception of the role of a Supervisor of Instruction agrees with the role to which you are assigned (or were assigned):

- | | |
|---|---|
| 1 <input type="checkbox"/> Completely | 4 <input type="checkbox"/> In some respects |
| 2 <input type="checkbox"/> Closely | 5 <input type="checkbox"/> Not at all |
| 3 <input type="checkbox"/> In many respects | |

XII. Indicate the degree of authority you exercised during the 1974-75 school year while functioning as Supervisor of Instruction:

- 1 Functioned independently--answerable only to the Superintendent
- 2 All matters were discussed with immediate superior; I frequently made final decisions
- 3 Was often consulted by immediate superior; decisions were jointly-made
- 4 Was sometimes consulted by my immediate superior; occasionally, I made final decisions
- 5 Was seldom consulted by my immediate superior; never made final decisions independently

XIII. Rank the following characteristics which, in your opinion, best describe the IDEAL Supervisor of Instruction.

NOTE: Those ranked 1, 2, 3 will be those you consider the most important; 4, 5, 6 will be those you consider second in importance; & those ranked 7, 8, 9, or 10 will be those you consider the least important:

- | | |
|----------------------------------|--|
| _____ <u>Knowledgeable</u> ----- | well-informed in educational theory and practice; understands child growth and development |
| _____ <u>Friendly</u> ----- | relates well to others; is personable |
| _____ <u>Helpful</u> ----- | assists professional personnel in determining and in solving instructional problems, locating materials and resources; working with students |
| _____ <u>Objective</u> ----- | considers all aspects before making decisions; does not allow personal involvement to interfere with decision-making |
| _____ <u>Empathetic</u> ----- | is understanding, considerate, and responsive to the feelings of others |
| _____ <u>Consistent</u> ----- | remains constant in behavior; is uniform in his attitude toward and treatment of others |
| _____ <u>Flexible</u> ----- | responds to new situations &/or people with ease; alters plans to meet unforeseen circumstances with little apparent effort |
| _____ <u>Dependable</u> ----- | is reliable; can be counted on to carry out details of task involved |
| _____ <u>Enthusiastic</u> --- | exhibits whole-hearted eagerness in his job performance |
| _____ <u>Innovative</u> ----- | introduces and supports new teaching methods, materials, and programs |

APPENDIX J

LIST OF PRINCIPALS AND TEACHERS

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
ACADIA	Branch, Percy P. Jeffers	Mary Cazayoux Iona Gibson
	Mier, James C. Young	M. Lucille Sonnier Flora Babineaux
ALLEN	Kinder, Willis J. Fournet, Jr.	Donald W. Bennett Martha E. Coleman
	Oberlin, A. B. Soileau	Shelton W. Carlisle Annette Jordan
ASCENSION	Galvez, C. V. Richard	Rosemary Allo Lou Ann Bishop
	Donaldsonville Elem., L. P. Bouchereau	Sandra Perry Honore Simoneaux
ASSUMPTION	Belle Rose Middle, Douglas L. Landry	Ronald Dorsey Joan Rodrigue
	Labadieville Middle, Lindon A. Naquin	Michael Arcement Ann Foret
BEAUREGARD	DeRidder, Brenda B. Breux	Peggy W. Ball Bette Cooley
	Pinewood, Donald H. Gibson	Lois T. Barnett Genelda Brock
BIENVILLE	Crawford, James H. Crawley	Laura P. Butler Gail Ann Cellow
	Gibsland, C. A. Stevens	Margaret Anderson Phyllis T. Jones
BOSSIER	Apollo, Don W. Truly	N. Ray Barnes Bettye McCurry
	Bossier City, R. L. Johnson	Gary J. Lambie Latrelle E. Norman

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
CADDO	Herndon Jr. High, Dr. J. L. Colquit	Sherry Chiesa Tilmer Keels
	Ingersoll, Emmeline Nelson	Judith Bell Nelda M. Dennen
CALCASIEU	Cherry St., Ronald J. Chretien	Bernice Lawson Minnie C. Jongbloed
	T. S. Cooley, Anthony F. Kravchuk	Charcey Cormier Kay France Rhodes
CAMERON	Cameron, W. O. Morris	Earl Booth Alma Dickerson
	So. Cameron, Adam C. Conner	Olga Mudd Charlotte Trosclair
CALDWELL	Central, Ben H. Adams, Jr.	Rachael Cummings Nannette C. Dayton
	Columbia, Jerry W. Richardson	Majory Dannehl Jerry R. Goins
CLAIBORNE	Haynesville Jr. High, Mack Knotts	Johnny Armstrong Marilyn Mayfield
	Athena, Bert J. Heckel	Myrtle S. Greer Joseph Sanders
CATAHOULA	Manifest, J. David Mitchell	Doris Alexander Howard D. Cannaday
	Martin Jr. High, David V. Tolliver	Vera T. Franklin Jackie Myers
CONCORDIA	Ferriday Lower, Lorraine B. Quimby	Leatrice Beach Katherine Ferguson
	Vidalia Upper, J. J. Lindley	Jerry Matthews Doretha Woodfork
E. BATON ROUGE	Glen Oaks Park, Travis Lartique	Susie S. Judson Lucretia K. Starks
	LaBelle Aire, Melba Peabody	Edwina Jackson Patsy Weeks

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
E. CARROLL	Northside, J. T. McCoy	Alice J. Nichols Flossie Warren
	Southside, M. A. Facen	Velma B. Cooper Beverly Fontaine
E. FELICIANA	Reiley, Alma Arbuthnot	Minnie L. Douglass Mary B. Beauchamp
	Clinton Lower, Frank Scott	Jane Carter Sarah McNabb
IBERIA	Canal Street, Irvin Mocerri	Linda Borel Ruby Londo
	Loreauville, Charles E. Williams	Lillian J. Erikson Rita Landry
IBERVILLE	Crescent Elem. & Jr. Hi Margaret Marionneaux	Phyllis Carline Peggy Sanders
	St. Gabriel, V. E. Becnel	A. De Prato Millie Foster
JACKSON	Jasper Henderson, Nathaniel Zeno, Jr.	Laneta Hall Nancy Sommons
	W. C. Rundell Jr. High, Robert E. Schmidt	David Robinson Frances T. Henry
JEFFERSON	J. Q. Adams, Sal D'Amico	Susan H. Channer Daryl L. Gonzales
	Phoebe Hearst, Lucille Ross	Patricia Callihan Elveria L. Morgan
JEFFERSON DAVIS	Welsh, Jack C. Bonnin	Beverly Broussard Mona Clay
	Elton Jr. High, W. L. Livingston	Maude Blankenship Diane Farquhar
LAFAYETTE	Westside, Malcolm Lacy	Agnes Pogue Linda Domingue
	Scott, Eloi Comeaux	Peggy Roy Gladys Medus

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
LAFOURCHE	Bayou Boeuf, Dennis W. Martinez	Mona Adams Lloyd R. Constant
	Thibodaux, Louis L. Dill, Jr.	Frances Blakeman Karen A. Naquin
LASALLE	Fellowship, Voncille Tarpley	Martha S. Bell Etta S. Johnson
	Nebo, J. D. Frazier	Mildred Bradford Perry Hudnall
LINCOLN	Ruston, Les Clark	Barbara Boyd Maureen Herbert
	Glen View, L. E. Flournoy	George Kilgore Bertrand F. Powell
LIVINGSTON	Northside, Harvey Tate	Janelle Carrier
	Walker	Marsha Holmes
	Albany, Johnny Gill	Barbara Wilson
	Denham Springs	Barbara Hill
MADISON	Tallulah, W. A. Windham	Dorothy M. Carter Edith Snell
	Denham Springs, J. Delaune	Henrietta Benton Katherine Wells
NATCHITOCHE	N. Natchitoches, L. P. Vaughn	Phyllis I. Kidder Doris M. White
	George L. Parks, Wallace W. Van Sickle	Janell A. Hunter Quincy R. Ropp
ORLEANS	Behrman Middle, Johnny Johnson, III	Lois Carlson Chas. A. Bradley
	Edgar P. Harney, Vincent Palisi	Susan M. Couhig Brenda E. Healy
OUACHITA	Claiborne, Frank Machen	Clara D. Austin Bobbie Savage
	Eastside Spec. Ed., Ellard Hulon Brantley	Mary A. Jones Eliz. D. Scallan

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
PLAQUEMINES	Grand Bayou, Jeffrey Dunaway	Sharon Dunaway Jeffrey Dunaway
	Pilottown, Marilyn A. Carr	Marilyn Carr
POINTE COUPEE	Valverda, J. V. Will	Mary L. Fowler Shirley T. Lee
	St. Alma, Anthony Juge	Madeline Franklin Helen Richardson
RAPIDES	Mary Goff, Thomas B. Stepp	Della M. Coughran John D. Lowe
	Silver City, Granvel G. Metoyer	Cynthia Massey Elena DeRouen
RED RIVER	Coushatta Grade, Archie R. Worsham	Bonnie Crawford Le Wanna Fowler
	Hanna, Emmett J. Moore	Carla Bond George Hives, Jr.
RICHLAND	Delhi Jr. High, M. R. Andrews	Cheryl S. Clayton Dorothy Folsby
	Mangham, Roy B. McKay	Gale L. Ashley Erin C. Martin
SABINE	Many, Bessie Lang	Amanda J. Lambert Pauline Lee
	Zwolle Intermediate, Samuel D. Cross	Douglas R. Barrett David Hall
ST. BERNARD	Lacoste, Milton J. Boackle	Grace Reinhardt Rebecca Bacon
	C. F. Rowley, Mildred Bradford	Elizabeth Lane Andrea C. Ravaglia
ST. CHARLES	Allemands, Alfred Green	Louis J. Baudoin Barbara A. Johnson
	Mimosa Park, Coy L. Landry	Audrey Charles Ann Faulkner

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
ST. HELENA	Fifth Ward, John I. Matthews	Ollie B. Baker Yvonne Page
	New Zion, C. E. Speed	Jane E. Conerly Myrtie Wofford
ST. JAMES	Lutcher, F. Donald Poche	Lorraine Ory Peggy Richard
	Gramercy, Betty Portier	Elwyn Bocz Claire Dicharry
ST. JOHN	La Place, Donald L. Savoie	Linda Fortino Charlotte Guidry
	Reserve Rosenwald, Isiah Jones	Felton Collins Denoaut Mullin
ST. LANDRY	Eunice, George Joubert, Jr.	Delores Arnold Peggy Guillory
	Park Vista, Charles A. Richard	Bobbie J. Bush Ruth A. Byers
ST. MARTIN	Stephensville, Harvey Broussard	Curtis Barber Johnnie M. Carter
	Teche, Mildred Broussard	Mary F. Dubard Elsie Foster
ST. MARY	J. S. Aucoin, Newton B. Nails	Kay M. Frasier Judy S. Guidry
	Bayou Vista, Herbert J. Hernandez	Julie Grant James Spain
ST. TAMMANY	Pearl River, Otis Sims, Jr.	Two selected by the principal
	Sixth Ward, C. B. Rogers	Two selected by the principal
TANGIPAHOA	Kentwood, Fochia V. Wilson	Ronald Kropog Mary E. Phillips
	Amite, Sam C. Hyde	Giovanna Clausen Floria Dockstader

<u>Parish</u>	<u>School and Principal</u>	<u>Teacher</u>
TENSAS	Tensas, Harold Clark	Nancy McBride Margaret H. Cash
	Routhwood, James E. Kelly	William R. Abernathy Mary Redd
TERREBONNE	Caldwell Middle, Rodinck B. Broussard	Carolyn C. Anderson Virginia Arceneaux
	Acadian, Jelpi P. Picou	Ora C. Albert Carla Bergeron
VERMILION	East Abbeville, Thos. J. Guidry	Hazel M. Cole Judy M. Hasemann
	Kaplan, Eston J. Hebert	Mary Rose Broussard Delta J. Guillory
VERNON	E. Leesville, Joe Westerchil	Jeanne Barmore Lula G. Blakely
	Leesville Jr. High, C. A. Hughes	Rebecca A. Bray Paula Burleson
WASHINGTON	Thomas, David D. Wood	Russell Jackson Doris Hall
	Varnado, Clotilde Chandler	Doris Bracey Phyllis Goff
WEBSTER	J. E. Harper, J. H. Windham	Clarice A. Long Eliz. A. Meredith
	E. S. Richardson, R. E. Carson	Ruth Doyle Linda Miller
WEST BATON ROUGE	Devall Middle, W. C. Leininger	Terry Lowe Diane Lyles
	Port Allen, Michael T. Misuraca	Josie LeBlanc Sandra Simoneaux
WEST CARROLL	Oak Grove, Gene Gammill	Mable Bowen Madelyn Haynes
	Pioneer, Q. W. Durbin	Darlene Allen Annette Head

<u>Parish</u>	<u>School and Principal</u>	<u>Teachers</u>
WEST FELICIANA	Bains, Thomas J. Dawson	Beryl G. Lott Patricia Means
	Tunica Elem. & Jr. High, Sidney Davis	Cecelia R. Freeman Julia M. Patrick
WINN	Eastside, W. Donald Turner	Helen L. Bankston Barbara Y. Rudd
	Westside, R. D. Skains, Jr.	Lesker Bates Mary F. Hightower
CITY OF MONROE	Clara Hall, Glen Hammett	Luella E. McNeal Ja-Nell S. Tillman
	Berg Jones, Gregory Hobson	Jan Johnston Dorothy Smith
CITY OF BOGALUSA	Pleasant Hill, Jacqueline Russell	Susan M. Wood Herbert K. Burks
	Terrace, Gladys Roos	Carolyn A. Strain Patricia S. Lange

APPENDIX K

24 October 1975

Dear Colleague:

While enrolled in the doctoral program at L.S.U., I am in the process of gathering data for my dissertation which is entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers." It is to be a state-wide study of practices of supervisors of instruction during the 1974-75 school year.

Your superintendent of schools has granted permission for me to conduct this study within your parish. The supervisors of instruction have been sent checklists to complete. Principals and teachers are being requested to complete checklists containing items that closely correspond to those in the supervisors' checklist. There will be no attempt to identify specific individuals or school systems, or to make comparisons between school systems. Your name, as well as the names of your teachers, will remain anonymous.

The teachers' checklists are being sent through your office for two reasons: (1) if either one (or both) of these individuals is no longer at your school, will you please see to it that the checklist(s) is completed by a teacher who was a member of your staff last year? and (2) will you please urge those who receive checklists to complete them carefully and thoughtfully and to mail them as soon as possible? I am also requesting that you take a few minutes out of your busy schedule to complete the principal's checklist. Please base your responses on your experiences during the 1974-75 school year with a single supervisor of instruction in mind (even though your school may have been served by several supervisors of instruction).

Within each parish throughout the state only two principals and four teachers are being contacted, while every supervisor of instruction will be sent a checklist. For this

reason, the completed checklists of principals and teachers become even more necessary and important for the study to be meaningful. So please make that special effort to get them in.

Because of the high cost of "follow-up" mailing, I am asking that you help a fellow colleague by encouraging the completion of the teachers' checklists, and by forwarding your completed checklist by return mail if possible. This will make a second request unnecessary and it will be sincerely appreciated.

Sincerely,

Frances Ferguson

Enclosure

APPENDIX K (continued)

13 January 1976

TO: Elementary Principals

FROM: Frances Ferguson

RE: Completion of Checklists for Dissertation--
A Study of Practices of Supervisors of
Instruction in Louisiana

The last two months have been filled with holidays, deadlines, planning, and innumerable extra's that have kept all of us more than busy. Our desks are stacked with mail and our agendas are filled with "musts," but would you please check to see if the Supervisor of Instruction checklist is among the stack, pull it out, fill it in, and send it on its way? The responses that have come in have been well done and carefully thought out. If yours is among these, thank you very much. If you haven't had the time to get around to it yet, now is the time.

The responses from supervisors and teachers have been excellent, and I know principals want to have a voice in the state-wide study of practices of Supervisors or Instruction, too.

Thank you for your interest and your time.

Sincerely,

Frances Ferguson

APPENDIX L

PRINCIPAL
PERSONAL DATA SHEET

Place a check mark (✓) in the appropriate blank in each category:

I. Degree Held: (Check highest only)

- | | | |
|--------------------|--------------------|--------------------|
| 1 ___ B.A. or B.S. | 3 ___ Master's +30 | 5 ___ Doctoral |
| 2 ___ Master's | 4 ___ Specialist | 6 ___ Other: _____ |

II. Professional Background: (More than one check mark may be necessary to completely describe your professional experiences)

- | | |
|----------------------------------|---------------------------------|
| 1 ___ elementary teacher | 4 ___ secondary teacher |
| 2 ___ elementary ass't principal | 5 ___ s-conlary ass't principal |
| 3 ___ elementary counselor | 6 ___ guidance counselor |
| | 7 ___ Other: _____ |

III. List Areas of Certification:

IV. Check one and fill in grade levels existing in your school:

I am Principal of---

- | |
|--|
| 1 ___ an elementary school (Grades ___ through ___) |
| 2 ___ a middle (or Jr. High) school (Grades ___ through ___) |
| 3 ___ a combination elementary/middle, or elementary/middle/high school (Grades ___ through ___) |

V. Recency of College Attendance:

- | | |
|-----------------|-----------------|
| 1 ___ 1-3 years | 3 ___ 7-9 years |
| 2 ___ 4-6 years | 4 ___ 10+ years |

VI. Age Group:

- | | | |
|-------------|-------------|-------------|
| 1 ___ 20-25 | 3 ___ 36-45 | 5 ___ 56-65 |
| 2 ___ 26-35 | 4 ___ 46-55 | |

VII. Total Years of Experience in the Field of Education:

- | | | |
|-------------------|-------------------|-----------------|
| 1 ___ 1-5 years | 4 ___ 16-20 years | 7 ___ 31+ years |
| 2 ___ 6-10 years | 5 ___ 21-25 years | |
| 3 ___ 11-15 years | 6 ___ 26-30 years | |

VIII. Total Years of Principalship:

- | | |
|-------------------|-------------------|
| 1 ___ 1-5 years | 4 ___ 16-20 years |
| 2 ___ 6-10 years | 5 ___ 21-25 years |
| 3 ___ 11-15 years | 6 ___ 26+ years |

IX. Total Years of Teaching Experience:

- | | |
|-------------------|-------------------|
| 1 ___ 1-5 years | 4 ___ 16-20 years |
| 2 ___ 6-10 years | 5 ___ 21-25 years |
| 3 ___ 11-15 years | 6 ___ 26+ years |

PRINCIPAL
 INFORMATION CHECK LIST
 of
 SUPERVISOR OF INSTRUCTION TASKS
 1974-75 SCHOOL YEAR

1. Consider the tasks performed at your school by a Supervisor of Instruction during the 1974-75 school year. Respond to the items in the check list according to the following:

NO - Indicates that, to the best of your knowledge, a Supervisor of Instruction did not perform the stated task.

Place a check mark (✓) in Column (B) to indicate your estimate of the "average" number of times each task was performed by the Supervisor of Instruction:

The <u>Supervisor of Instruction</u> --	(A)	(B)		
	Response NO	Estimate of Average Number of Times Task Was Performed		
		1-5 Times	6-10 Times	11 or More Times
1.--assisted my staff (one-to-one basis) in assessing and in diagnosing students' instructional needs, and suggested ways to meet these needs. -----				
2.--shared ideas with me &/or my teachers about the latest instructional materials, techniques, and research. -----				
3.--assisted my teachers in the improvement of <u>student discipline</u> through suggestions related to classroom management (establishing routines, utilizing different organizational patterns, identifying and meeting students' individual needs).-----				
4.--listened to teachers and discussed their teaching problems with them. -----				
5.--offered suggestions to teachers about evaluating students & assigning grades. -----				
6.--conducted in-service (workshops, seminars) in special areas for the members of my faculty (career education, testing, specific subject matter, special education).-----				
7.--conducted <u>system-wide</u> teacher in-service (workshops, seminars) in special areas (career education, testing, specific subject matter, special education).-----				
8.--interacted as a participant during a faculty in-service in which leadership roles were shared. -----				
9.--presented demonstration lessons in teachers' classrooms. -----				
10.--identified for teachers resource persons and materials that were available for classroom use and encouraged maximum utilization of resources and materials within my school. -----				

	(A)	(B)		
	Response	Estimate of Average Number of Times Task Was Performed		
		NO	1-5 Times	6-10 Times
The <u>Supervisor of Instruction</u> --				
11.--arranged consultative services for my teachers. -----				
12.--assisted my teachers who requested his professional services. -----				
13.--suggested creative ideas for the teachers to use in their classrooms. -----				
14.--encouraged teachers to assume responsibilities for decision-making in professional matters. -----				
15.--encouraged areas of experimentation in my school to motivate teachers to explore new possibilities for improving instructional materials and techniques. -----				
16.--encouraged and reviewed teacher-initiated ideas &/or programs; served in an advisory capacity in their implementation. -----				
17.--assisted the faculty and me in interpreting the school system's policies and procedures.				
18.--implemented and supervised pilot projects in my school. -----				
19.--arranged opportunities for my teachers to observe a variety of teaching techniques, organizational plans. -----				
20.--assisted my faculty and me in the faculty study. -----				
21.--suggested adaptations of school buildings &/or school facilities to accommodate instructional programs. -----				
22.--suggested possible areas of experimentation for my consideration. -----				
23.--encouraged and reviewed my ideas &/or programs; served in an advisory capacity in their implementation. -----				
24.--made teacher-evaluation a cooperative, mutual endeavor at my school. -----				
25.--conducted pre-observation conferences with my teachers (explained his role, reasons for visit, expectations). -----				
26.--conducted post-observation conferences with my teachers (discussed his written evaluation & encouraged teachers' written self-evaluations & comments. -----				
27.--gave teachers a copy of his written observation-evaluation or placed a copy in their personal folders after he made classroom visits. -----				

The <u>Supervisor of Instruction</u> --	(A)	(B)		
	Response	Estimate of Average Number of Times Task Was Performed		
	NO	1-5 Times	6-10 Times	11 or More Times
28.--consulted with me <u>after</u> teacher-observations and <u>before</u> leaving the school. ---				
29.--attended system-wide in-service for faculties. ---				
30.--assisted my teachers and me with parent-conferences at my request. ---				
31.--briefly visited some of my teachers' classrooms and made a few friendly inquiries &/or comments. ---				
32.--assisted me in solving personnel problems. ---				
33.--assisted me in scheduling, checking records, completing forms, &/or other administrative tasks. ---				
34.--delivered materials to my school (Not in conjunction with a regular visitation). ---				
35.--conducted speaking engagements to parent groups at my school, interpreted school system's policies and procedures, &/or answered inquiries about the school program. ---				
36.--worked with lay groups in planning volunteer involvement in my school program. ---				
37.--attended my school functions. ---				
38.--submitted a tentative teacher-observation agenda to my office. ---				
39.--checked my school bus timing &/or routes. ---				
40.--observed the functioning of my lunchroom. ---				
41.--assisted with the maintenance of school facilities and equipment at my school. ---				

II. Indicate the degree to which you, personally, have found the services of the Supervisor of Instruction to be supportive, worthwhile, or helpful during the 1974-75 school year:

- 1 ___ high
- 2 ___ more than adequate
- 3 ___ adequate
- 4 ___ little
- 5 ___ not at all

III. Indicate the degree to which you, as a principal, felt "comfortable" in the presence of the Supervisor of Instruction:

- 1 ___ always
- 2 ___ usually
- 3 ___ sometimes
- 4 ___ seldom
- 5 ___ never

IV. Rank the following characteristics which, in your opinion, best describe the IDEAL Supervisor of Instruction.

NOTE: Those ranked 1,2,3 will be those you consider the most important; 4,5,6 will be those you consider second in importance; and those ranked 7,8,9, or 10 will be those you consider the least important:

- _____ Knowledgeable---well-informed in educational theory and practice; understands child growth and development
- _____ Friendly-----relates well to others; is personable
- _____ Helpful-----assists professional personnel in determining and in solving instructional problems, locating materials and resources; working with students
- _____ Objective-----considers all aspects before making decisions; does not allow personal involvement to interfere with decision-making
- _____ Empathetic-----is understanding, considerate, and responsive to the feelings of others
- _____ Consistent-----remains constant in behavior; is uniform in his attitude toward and treatment of others
- _____ Flexible-----responds to new situations &/or people with ease; alters plans to meet unforeseen circumstances with little apparent effort
- _____ Dependable-----is reliable; can be counted on to carry out details of task involved
- _____ Enthusiastic---exhibits whole-hearted eagerness in his job performance
- _____ Innovative-----introduces and supports new teaching methods, materials, and programs

If you feel that other characteristics should be included when considering IDEAL qualities of Supervisors of Instruction, include them below and indicate your ranking:

V. How do you envision the FUTURE ROLE of the Supervisor of Instruction ?

Consider the roles listed below. Rank from 1-5 those you predict will be of major importance; from 6-9 the least important. (Give your #1 choice the rank of "1").

- a) To evaluate teachers-----
- b) To conduct long-range instructional planning-----
- c) To monitor planned changes in programs-----
- d) To provide assistance to teachers on 1-1 basis-----
- e) To focus on work in human relations-----
- f) To evaluate programs (new & existing)-----
- g) To present innovations in curriculum-----
- h) To head teacher in-service & staff development-----
- i) To direct experiments, to conduct pilot studies-----

VI. The Principal should assume a major role in classroom observations. (Check the degree to which you agree with this statement)

- 1 _____ Strongly agree
- 2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree
- 5 _____ No opinion

VII. During the 1974-75 school year you may have observed the Supervisor of Instruction performing tasks in your school that are not included in this survey. If this is so, will you please include them in the spaces provided below? At the same time, will you also indicate your opinion as to whether or not these tasks are related to instruction:

<u>TASKS</u>	<u>RELATED TO THE IMPROVEMENT OF INSTRUCTION</u>	
	<u>YES</u>	<u>NO</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

APPENDIX M

24 October 1975

Dear Educator:

While enrolled in the doctoral program at L.S.U., I am in the process of gathering data for my dissertation which is entitled, "A Study of Practices of Elementary School Supervisors of Instruction (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers." It is to be a state-wide study of practices of supervisors of instruction during the 1974-75 school year.

Your superintendent of schools has granted permission for me to conduct this study within your parish. The supervisors of instruction have been sent checklists to complete. Principals and teachers are being requested to complete checklists containing items that closely correspond to those in the supervisors' checklist. There will be no attempt to identify specific individuals or school systems, or to make comparisons between school systems. You will remain anonymous.

Your checklist was addressed to your school to facilitate handling and to be more nearly assured that you received it. Will you please take a few minutes out of your busy schedule to complete it as carefully and as thoughtfully as you can. Please base your responses on your experiences during the 1974-75 school year with a single supervisor of instruction in mind (even though several may have visited your school or classroom). When you complete it, please place it in the stamped, self-addressed envelope and mail.

Within each parish throughout the state only two principals and four teachers are being contacted, while every supervisor of instruction will receive a checklist. For this reason, your completed checklist becomes even more important and necessary for the study to be meaningful. So please make that special effort to get it in.

Because of the high cost of "follow-up" mail, I am asking you to help a fellow educator by forwarding your completed checklist by return mail if possible. This will make a second request unnecessary and it will be sincerely appreciated.

Sincerely,

Frances Ferguson

Enclosure

APPENDIX N

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TEACHER
PERSONAL DATA SHEET

*Place a check mark (✓) in the appropriate blank in each category:

I. Indicate the grade "area" in which you taught during the 1974-75 school year by placing a check mark (✓) in the blank space before the grade grouping which includes the grade, or grades, you taught:

- 1 ___ Kindergarten, 1st., 2nd., 3rd.
2 ___ 4th., 5th.
3 ___ 6th., 7th., 8th.

II. Degree Held: (Check highest only)

- 1 ___ B.A. or B.S. 4 ___ Specialist
2 ___ Master's 5 ___ Doctoral
3 ___ Master's +30 6 ___ Other: _____

III. Recency of College Attendance:

- 1 ___ 1-3 years 3 ___ 7-9 years
2 ___ 4-6 years 4 ___ 10+ years

IV. Age Group:

- 1 ___ 20-25 4 ___ 46-55
2 ___ 26-35 5 ___ 56-65
3 ___ 36-45

V. Total Years of Teaching Experience:

- 1 ___ 1-5 years 5 ___ 21-25 years
2 ___ 6-10 years 6 ___ 26-30 years
3 ___ 11-15 years 7 ___ 30+ years
4 ___ 16-20 years

VI. Tenure Status:

- 1 ___ Tenured
2 ___ Non-tenured

**TEACHER
INFORMATION CHECK LIST
of
SUPERVISOR OF INSTRUCTION TASKS
1974-75 SCHOOL YEAR**

I. Place check marks (✓) in the appropriate columns to indicate the number and average length of classroom observations made by the Supervisor of Instruction in your class during the 1974-75 school year:

**CLASSROOM OBSERVATIONS
by the
SUPERVISOR OF INSTRUCTION
(A) (B)**

*If answer is "0" in (A),
do not answer part (B).

	Number of Observations Made					Estimated Length of Each Observation				
	0	1	2	3	4 or More	Minutes				
						Less than 15	15	30	45	Approx. 1 hour
1. "Unscheduled" classroom observations were made by the Supervisor of Instruction (I <u>was not</u> advised of the visit before his arrival). --										
2. "Scheduled" classroom observations were made by the Supervisor of Instruction (I <u>was</u> advised of the visit before his arrival). --										

II. Respond to the items in the check list according to the following:

NO - Indicates that the Supervisor of Instruction did not perform the stated task

Place a check mark (✓) in Column (B) to indicate the "average" number of times the Supervisor of Instruction performed the stated task in your class or in the school during the 1974-75 school year.

	(A)	(B)	
	NO	1-5 Times	6 or More Times
The <u>Supervisor of Instruction</u> --			
1.--assisted in identifying my students' educational needs and suggested ways to meet these needs. --			
2.--shared ideas about latest teaching materials, techniques, research --			
3.--assisted me in improving student discipline through suggestions related to classroom management (establishing routines, utilizing different organizational patterns, identifying and meeting students' individual needs) --			
4.--listened to and discussed with me my teaching problems --			
5.--made suggestions about evaluating students and assigning grades --			
6.--conducted in-service (workshops, seminars) in special areas for the members of my faculty (career education, testing, specific subject matter, special education) --			

The Supervisor of Instruction--

	(A)	(B)	
	NO	1-5 Times	6 or More Times
7.--conducted system-wide teacher in-service (workshop, seminar) in special areas (career education, testing, specific subject matter, special education). -----			
8.--participated in in-service for my faculty-- leadership roles were shared. -----			
9.--presented demonstration lessons to my students. -----			
10.--identified for me available resource persons and materials for classroom use & encouraged maximum use of resources in my school. -----			
11.--arranged consultative services for me. -----			
12.--assisted me whenever I requested help in the classroom. -----			
13.--suggested creative ideas to use in the classroom.-----			
14.--encouraged me to make my own decisions about things connected with my teaching. -----			
15.--suggested new programs, ideas for me to try out. -----			
16.--encouraged and reviewed my ideas and suggestions; advised and assisted me in implementing them.-----			
17.--helped me understand the school system's policies and procedures. -----			
18.--conducted a pilot project at my school. -----			
19.--arranged for me (other teachers in my school) to visit other teachers (or schools) to see new teaching methods, programs. -----			
20.--assisted my faculty with our faculty study. -----			
21.--suggested adaptations of the school building &/or the school facilities to fit our program. -----			
22.--followed-up suggestions he made to me regarding teaching &/or program improvements. -----			
23.--briefly visited my classroom to make a few friendly inquiries &/or comments. -----			
24.--conducted speaking engagements to parent groups at my school, interpreted school system's policies and procedures, answered questions about the school program. -----			
25.--attended our school functions. -----			

The Supervisor of Instruction--

	Never	Some-time	Every Time	Not Applicable To Me
26.--made his evaluation of my teaching a cooperative, mutual effort.-----				
27.--held a conference with me <u>before</u> coming into my classroom to observe (explained his role, reasons for the visit, and what he would be looking for).-----				
28.--held a conference with me <u>after</u> observing in my classroom (discussed his written evaluation, gave me the opportunity to evaluate myself and make comments).-----				
29.--gave me a copy of his written observation-evaluation of his classroom visitation (or placed a copy in my personal folder).-----				

III. Indicate the degree to which you, as a teacher, found the services of the Supervisor of Instruction to be supportive, worthwhile, or helpful during the 1974-75 school year:

- 1 ___ high
- 2 ___ more than adequate
- 3 ___ adequate
- 4 ___ little
- 5 ___ not at all

IV. Indicate the degree to which you, as a teacher, felt "comfortable" in the presence of the Supervisor of Instruction:

- 1 ___ always
- 2 ___ usually
- 3 ___ sometimes
- 4 ___ seldom
- 5 ___ never

V. Rank the following characteristics which, in your opinion, best describe the IDEAL Supervisor of Instruction.

NOTE: Those ranked 1,2,3 will be those you consider the most important; 4,5,6 will be those you consider second in importance; and those ranked 7,8,9, or 10 will be those you consider the least important:

- ___ Knowledgeable---well-informed in educational theory and practice; understands child growth and development
- ___ Friendly-----relates well to others; is personable
- ___ Helpful-----assists professional personnel in determining and in solving instructional problems, locating materials and resources; working with students
- ___ Objective-----considers all aspects before making decisions; does not allow personal involvement to interfere with decision-making
- ___ Empathetic-----is understanding, considerate, and responsive to the feelings of others
- ___ Consistent-----remains constant in behavior; is uniform in his attitude toward and treatment of others
- ___ Flexible-----responds to new situations &/or people with ease; alters plans to meet unforeseen circumstances with little apparent effort
- ___ Dependable-----is reliable; can be counted on to carry out details of task involved
- ___ Enthusiastic---exhibits whole-hearted eagerness in his job performance
- ___ Innovative-----introduces and supports new teaching methods, materials, and programs

VITA

Frances Majors Ferguson, the daughter of William Samuel Thomas Majors and Frances Allie Jane Mahaffey Majors, was born February 6, 1924, in Baytown, Texas. She began her schooling in Hull-Daisetta, Texas, attended the third, fourth, and fifth grades in Venezuela, South America, and completed her elementary and secondary education in the Houston public schools. She graduated from Rice University in 1944 with a Bachelor of Arts degree. In 1960, she graduated from Tulane University with a Master of Education degree. At this time, she is completing requirements for the Doctor of Philosophy degree in Education at Louisiana State University and Agricultural and Mechanical College.

Her professional experiences include eleven years as an elementary teacher, five years as an elementary principal, seven years in a supervisory capacity with the Jefferson Parish Public School system in Gretna, Louisiana, and one year as a graduate assistant to the director of student teaching at the university level.


EXAMINATION AND THESIS REPORT

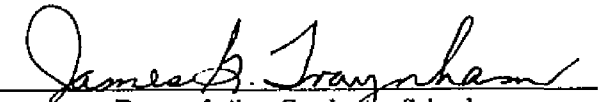
Candidate: Frances Majors Ferguson

Major Field: Education

Title of Thesis: A STUDY OF PRACTICES OF ELEMENTARY SCHOOL SUPERVISORS (K-8) IN THE STATE OF LOUISIANA AS PERCEIVED BY SUPERVISORS OF INSTRUCTION, PRINCIPALS, AND TEACHERS

Approved:

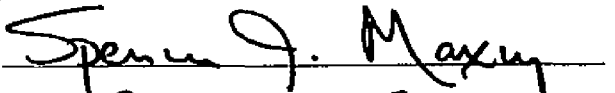

Major Professor and Chairman

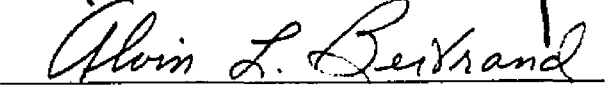

Dean of the Graduate School

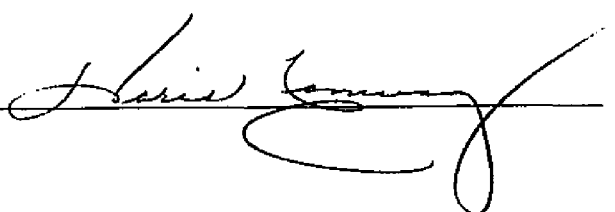
EXAMINING COMMITTEE:











Date of Examination:

July 14, 1976