

SUPERVISION

Second Edition

SUPERVISION

A Guide to Instructional Leadership

By

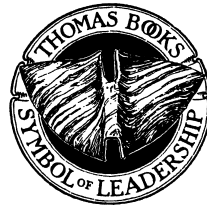
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PREFACE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Peter J. Burke
Robert D. Krey

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SUPERVISION

PART I

PURPOSES OF SUPERVISION

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

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

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

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