

## ***Checking Your Own Educational Philosophy and Supervisory Beliefs***

Two instruments have been used to test whether your supervisory beliefs have a relationship to your educational philosophy.

The first, developed by Patricia D. Jersin and entitled “What Is Your Educational Philosophy?” we have completed. The second, developed by Glickman and Tamashiro (1981) and entitled ‘Determining One’s Beliefs Regarding Teacher Supervision,’ helps you look at supervisor practices in school settings as reflective of three predominate systems.

Those belief systems correspond to the philosophies of essentialism, experimentalism, and existentialism, and are labeled *directive* supervision, *collaborative* supervision, and *nondirective* supervision. Glickman and Tamashiro (1980) wrote:

***Directive Supervision*** is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective, The supervisor’s role is to inform, direct, model, and assess those competencies.

***Collaborative Supervision*** is based on the belief that teaching is primarily problem solving, whereby two or more persons jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. The supervisor’s role is to guide the problem— solving process, be an active member of the interaction, and keep the teachers focused on their common problems.

***Non-Directive Supervision*** has as its premise that learning is primarily a private experience in which individuals must come up with their own solutions to improving the classroom experience for students. The supervisor’s role is to listen, be nonjudgemental, and provide self-awareness and clarification experiences for teachers. (p. 76)

### **The Supervisory Beliefs Inventory**

This inventory is designed for supervisors to *assess* their own beliefs about teacher supervision and professional development. The inventory assumes that supervisors believe and act according to all three of the orientations of supervision, but that one usually dominates. The inventory is designed to be self-administered and self-scored. Supervisors are asked to choose one of two options. A scoring key follows.

***Instructions.*** Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel,

- Supervisors should give teachers a large degree of autonomy and initiative within broadly defined limits.
  - Supervisors should give teachers directions about methods that will help them improve their teaching.
- It is important for teachers to set their own goals and objectives for professional growth.
  - It is important for supervisors to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.
- Teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the supervisor.
  - Evaluations of teachers are meaningless if teachers are not able to define with their supervisors the objectives for evaluation.
- An open, trusting, warm, and personal relationship with teachers is the most important ingredient in supervising teachers,
  - A supervisor who is too intimate with teacher’s risks being less effective and less respected than a supervisor who keeps a certain degree of professional distance from teachers,

5.
  - A. My role during supervisory conferences is to make the interaction positive, to share realistic information, and to help teachers plan their own solutions to problems.
  - B. The methods and strategies I use with teachers in a conference are aimed at our reaching agreement over the needs for future improvement.
6. In the initial phase of working with a teacher:
  - A. I develop objectives with each teacher that will help accomplish school goals.
  - B. I try to identify the talents and goals of individual teachers so they can work on their own improvement.
7. When several teachers have a similar classroom problem, I prefer to:
  - A. Have the teachers form an ad hoc group and help them work together to solve the problem.
  - B. Help teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.
8. The most important clue that an In-service workshop is needed occurs when:
  - A. The supervisor perceives that several teachers lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.
  - B. Several teachers perceive the need to strengthen their abilities in the same instructional area.
9.
  - A. The supervisory staff should decide the objectives of an in-service workshop since they have a broad perspective on the teacher's abilities and the school's needs.
  - B. Teachers and supervisory staff should reach consensus about the objectives of an in-service workshop before the workshop is held.
10.
  - A. Teachers who feel they are growing personally will be more effective than teachers who are not experiencing personal growth.
  - B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.
11. When I perceive that a teacher might be scolding a student unnecessarily:
  - A. I explain, during a conference with the teacher, why the scolding was excessive.
  - B. I ask the teacher about the incident, but do not interject my judgments.
12.
  - A. One effective way to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.
  - B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others - some teachers benefit from behavioral objectives in some situations but not in others.
13. During a preobservation conference:
  - A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
  - B. The teacher and I mutually decide the objectives and methods of observation.
14.
  - A. Improvement occurs very slowly if teachers are left on their own; but when a group of teachers work together on a specific problem, they learn rapidly and their morale remains high.
  - B. Group activities may be enjoyable, but I find that individual, open discussion with a teacher about a problem and its possible solutions leads to more sustained results.
15. When a professional development workshop is scheduled:
  - A. All teachers who participated in the decision to hold the workshop should be expected to attend it.
  - B. Teachers, regardless of their role in forming a workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

## Scoring Key

*Step 1.* Circle your answer from Part 11 of the inventory in the following columns:

Column 1	Column 2	Column 3
1B.....	1A	
	2B.....	2A
3A.....	3B	
4A.....		4B
	5B.....	5A
6A.....		6B
	7A.....	7B
8A.....		8B
9A.....	9B	
10B.....		10A
11A.....		11B
12A.....	12B	
	13B.....	13A
14B.....	14A	
	15A.....	15B

*Step 2.* Tally the number of circled items in each column and multiply by 6.7.

- 2.1 Total response in column I \_\_\_\_\_ x 6.7 = \_\_\_\_\_  
 2.2 Total response in column II \_\_\_\_\_ x 6.7 = \_\_\_\_\_  
 2.3 Total response in column III \_\_\_\_\_ x 6.7 = \_\_\_\_\_

*Step 3.* Interpretation:

- The product you obtained in step 2.1 is an approximate percentage of how often you take a directive approach to supervision, rather than either of the other two approaches.
- The product you obtained in step 2.2 is an approximate percentage of how often you take a collaborative approach, and
- that in step 2.3 an approximate percentage of how often you take a non-directive approach.

Source: From Carl D. Glickman, *Developmental Supervision: Alternative Approaches for Helping Teachers Improve Instruction*, pp. 13-15. Reprinted by permission of the Association for Supervision and Curriculum Development, Alexandria VA Copyright © 1981 by the Association for Supervision and Curriculum Development. All rights reserved. This instrument has been field-tested six times with ninety supervisors and supervisor trainees. Response between the options indicated "good" item discrimination. The items were also critiqued by teachers, curriculum specialists, and college professors in education for theoretical consistency Dr Roy T. Tamashiro of Webster Couege, St. Louis, Missouri, developed this inventory with Carl D. Glickman.

## Review of Your Educational Philosophy and Your Supervisory Beliefs

**Directive Supervision.** In directive orientation, the supervisor emphasizes

- the behaviors of presenting, directing, demonstrating, standardizing, and reinforcing, in developing an assignment for teachers.
- The directive supervisor judges the most effective way to improve instruction by making standards clear, and by tangibly showing teachers how to attain such standards.
- It is a thoughtful, systematic-like approach, based on a careful collection of data.
- This approach implies that the supervisor is more knowledgeable about teaching, and that his or her decisions are more effective than the teachers are when seeking to improve instruction.

**Collaborative Supervision.** In the collaborative orientation,

- the behaviors of presenting, clarifying, listening, problem-solving, and negotiating are used to develop a contract between the teacher and the supervisor.
- With this approach the supervisor and teacher actively negotiate the plan of action. Neither the supervisor nor the teacher has a final plan that excludes the other's view.
- The final product of the supervisory process is a contract, agreed to by both and carried out as a joint responsibility.

**Non-directive Supervision.** In the non-directive orientation,

- the behaviors of listening, encouraging, clarifying, presenting, and problem solving, are used to create a teacher self-plan.
- This plan rests on the premise that the teacher is capable of analyzing and solving his/her own instructional problems.
- When the teacher sees the need for change, s/he is more ready to implement such change.
- Throughout this process a clinical approach to supervision might not be incorporated. Instead, the supervisor might observe without interpreting or analyzing, and give the teacher the opportunity for self-analysis.
- If the teacher chooses the clinical route, s/he determines the direction of the supervisory process.