

INSTRUCTIONAL SUPERVISION:  
PERCEPTIONS OF CANADIAN AND UKRAINIAN  
BEGINNING HIGH-SCHOOL TEACHERS

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## ABSTRACT

During the past several decades, instructional supervision and professional development have been identified as vehicles to enhance the performance of teachers. One of the most critical problems facing the profession is how to improve the development of beginning teachers. The purpose of the study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in Canadian and Ukrainian high schools.

The study was based on the belief that the supervisory process should be a collaborative effort reflecting the professional concerns of the individual teacher. The conceptual framework dwelt upon supervisory choices for beginning teachers, namely collaboration with supervisors or peers, and self-reflection. Stemming from the need for improved supervision of teachers was a need to develop a connection between supervision and professional development for the purpose of instructional improvement.

Quantitative and qualitative methods of inquiry were used in this study. The survey was used to elicit teachers' points of view and to establish a profile of the supervision experiences of high school teachers in their first years of teaching in the areas of Saskatoon, Canada and Chernivtsi, Ukraine. The sample consisted of 22 teachers in Canada and 26 teachers in Ukraine. The qualitative data were obtained through the use of semi-structured interviews that incorporated open-ended questions. Interviews were conducted with four of the survey respondents in each country. Participants' responses were analyzed according to the research questions and recurring themes.

The findings revealed that in both countries beginning teachers desired more frequent use of supervision that meets their individual professional needs. A choice in

supervisory approaches, better planning, and active involvement in decision making process regarding the supervisory practices were viewed as being beneficial for them. Beginning teachers advocated a need for supervision that promotes trust and collaboration, and that provides them with support, advice, and help.

Respondents advocated supervision that is closely connected to professional development. They expressed the desire to grow professionally and improve their instruction in order to provide quality education for students. Participant responses, for the most part, aligned with the literature which indicated that beginning teachers need extensive supervisory assistance. A number of implications were derived for theory, practice, and further research.

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Finally, thanks to God, for His love, His grace, and His countless blessings.

## DEDICATION

To My Fiancée Olichka – The Love of My Life.

To My Parents, Venedykt and Oryssya Kutsyuruba –

It's a Blessing to Have Parents like You.

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## CHAPTER 1

### INTRODUCTION

Education is a complicated process that brings various facets into the play. The role of a teacher in this process can not be underestimated (Glatthorn, 1990). Through teachers, education fulfils its goal of teaching and nurturing students. In order to ensure an optimum teaching-learning environment, teachers need to be not only well educated, but a part of the learning community. The purpose of teacher education and other professional development experiences is to promote the learning and growth of teachers as persons and as professionals. According to Reiman and Thies-Sprinthall (1998), teachers who learn and grow become more adept in a broad range of instructional strategies, including building positive relationships with students, parents, and professional colleagues. As well, they become more capable and flexible in their capacity to make decisions. Supervision of instruction is designed to meet this developmental need in order to maintain effective education and provide sufficient resources for teachers. “...The cornerstone of effective supervision is caring and progressively collaborative teaching between educators as developing adults” (p. 2).

A variety of persons may be involved in improving classroom and school instruction and they are often referred to as supervisors. They are in a unique position to nurture, develop, and articulate the community’s vision of what a learning environment can and should be (Sergiovanni & Starratt, 1998). Among those exercising supervisory responsibilities are school principals, assistant principals, instructional specialists, mentor teachers, instructional lead teachers, teacher study groups, counselors, clinical teachers,

college faculty, program directors, collaborative inquiry teams, and central office personnel (Reiman & Thies-Sprinthall, 1998).

The main theme of this study is based on the belief that the supervisory process should be a collaborative effort reflecting the professional concerns of the individual teacher. Researchers (Beach & Reinhartz, 2000; Glatthorn, 1990; Glickman, Gordon, & Ross-Gordon, 1998; Sergiovanni & Starratt, 1998) emphasized the importance of the collaborative effort of all participants involved in the supervisory process.

Over a long period of time supervision had been based on hierarchical principles. The role of the teacher was to impart basic truths to children, whereas the role of the supervisor was to serve as the “inspector” to ensure the curriculum had been followed and essential skills had been learned (Ebmeier & Nicklaus, 1999). As this orientation toward teacher supervision became more common, many teachers were afraid to ask supervisors for help or to seek collegial assistance for fear that doing so would expose weaknesses in their teaching, which could be reflected later in low evaluations and possible punitive actions. As Ebmeier and Nicklaus noted, supervision as an evaluation tool reduced the possibility of nurturing collegiality, collaboration, and reflective practice.

Redefinition of supervision, according to Sergiovanni and Starratt (1998), includes the disconnection of supervision from hierarchical roles and is viewed as a more democratic and professional process, involving multiple skills that are equally available to teachers and supervisors. This new supervision embraces different configurations of teachers as colleagues working together to increase the understanding of their practice. It

establishes new connection with developmental roles. "... Staff development and supervision are now joined in such a way that they are often indistinguishable" (p. xiv).

One of the most critical problems facing the profession is how to improve the development of beginning teachers. Novice teachers find their first few years of teaching a trying and often defeating experience (Glatthorn, 1990). Entrance into the teaching profession is marked by an initial period of challenges and opportunities. Teachers begin their careers facing the most difficult assignments (Huling-Austin, 1990) with a lack of time for planning, supervision, and interaction with colleagues (Odell & Ferraro, 1992). Educational leaders in schools must "support successful teacher induction in the ways they respond to these beginning teachers' needs" (Reiman & Thies-Sprinthall, 1998, p. 13). As Robinson (1998) pointed out, to be successful, beginning teachers must meet their challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers. Effective supervision and coaching programs at the induction level have been found to ameliorate beginning teacher concerns, and to increase beginning teacher focus on instruction (Huling-Austin, 1990).

The problems experienced by beginning teachers should not lead supervisors to conclude that all induction programs should focus solely on survival issues (Glatthorn, 1990). Professional development, as a desired outcome of supervision, must be a key issue in induction, given that novice teachers are future educational leaders (Reiman & Thies-Sprinthall, 1998).

Teachers differ in their preferences and choices for supervision (Beach & Reinhartz, 2000). While there are teachers who would like to be left alone to do their job, other teachers would appreciate comments about their teaching (Augustyn, 2001). According to Glatthorn (1990), beginning teachers can also be characterized in terms of their preferences for certain kinds of supervisory practices. There is general agreement that most beginning teachers require the intensive assistance of clinical supervision. To improve their instructional performance, the supervisor should also work with them in two other styles, a direct supervisory style and flexible collaborative style.

Stemming from the need for improved supervision of teachers is a need to develop a connection between supervision and professional development (Dollansky, 1997). The route taken in professional development should parallel teacher needs (Jonasson, 1993). Professionalism of beginning teachers depends on how their particular needs are satisfied. It is the purpose of administrators as supervisors to provide necessary and effective models of supervisory practice for professional development. Teachers need to have a choice among supervisory styles available for their academic growth. Thus, personal and professional development is the outcome of the effective supervision (Oja & Reiman, 1998).

#### The Researcher

In order to understand the context of this study, it is appropriate to provide the reader with an introduction to the researcher and to clarify who the researcher is in relationship to the study. The researcher's professional background and experiences with supervision and professional development may be seen as influential in his decision to conduct research in the area of cross-cultural international education. The researcher

originally came from Chernivtsi, Ukraine, where he completed a four-year Bachelor of Arts (Honours) Degree in English and German Linguistics and Education, followed by a Specialist (Honours) Degree in the same field from Chernivtsi National University. Having participated in the International Student Exchange Program with the University of Saskatchewan, the researcher had an opportunity to experience different systems of education, and to shape his future worldview as a teacher.

The researcher's professional career included teaching experiences within Chernivtsi high, private, and foreign language acquisition schools. As a beginning teacher, the researcher experienced limited possibilities for instructional supervision and professional development. He believed that a collaborative school culture, adequate supervision, and appropriate opportunities for professional development were very important for the improvement of instruction of all beginning teachers. These and other issues of educational leadership prompted the researcher to enter the Department of Educational Administration at the University of Saskatchewan and conduct this study in Ukraine and Canada.

The researcher's educational experiences in Ukraine and Canada helped to maintain contact with both communities and to carry out this comparative study. The Ukrainian origin helped the researcher to establish better relationships with Ukrainian beginning teachers who participated in this study. The survey instrument, comments, and interview responses of the participants from Ukraine were translated into English by the researcher, according to his knowledge of professional terminology and vocabulary in both languages. As well, the researcher had an ample opportunity to get acquainted with the

Canadian educational system, knowledge of which proved to be very significant for the purposes of the given research.

### The Purpose of the Study

The purpose of the study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in selected Canadian and Ukrainian high schools. The plan for this research was to investigate professionals' perceptions of what the ideal supervision should be and how it has been actually implemented in the schools during their first two years of teaching.

### Research Questions

The following questions served as a guide in this research:

1. What are the perceptions and preferences of Canadian beginning high school teachers regarding the actual and ideal supervisory practices?
2. What are the perceptions and preferences of Ukrainian beginning high school teachers regarding the actual and ideal supervisory practices?
3. What is the perceived relationship between the supervisory practices and teachers' professional development?

### Significance of the Research

This study was of value for several reasons. Review of the literature showed that despite the existing research, supervision is frequently practiced in ways that ignore what is known about organizations and human behavior (Alfonso & Firth, 1990). The surge of research interest has not yet significantly affected practice. According to Alfonso and Firth (1990), highly theoretical and speculative scholarship is always needed, but

research in instructional supervision should be based on the realities and work in school organizations. In this study, an overview of theoretical framework for supervisory practices (ideal interpretation) and practical implementation, techniques, and processes of supervision in schools (actual interpretation) were provided. The research findings provided insight into teachers' perceptions of supervision and thus determined if teachers were satisfied with the practices and their influence on professional development.

The study was concerned with the enhancement of teachers' professional roles. The importance of teacher voice and teacher collaboration was reinforced. The stress on collegiality was initiated by the recent research in the field that emphasized the shift from inspectorial to collaborative approaches to supervision (Arredondo, Brody, Zimmerman, & Moffett, 1995).

This study can be considered significant due to its cross-cultural characteristics. International comparative studies in education are of increasing interest to policy makers as nations intensify their investments in human capital because they provide information that can assist in shaping and selecting from broad educational policy options (Bradburn & Gilford, 1990). The results of the study may be used to add to the international practices of instructional supervision.

#### Context of the Study

In order to get a better understanding of the issues dealt with in this comparative international study, it is essential to provide the contexts for Canada and Ukraine regarding instructional supervision and professional development. In recent years, several researchers (Augustyn, 2001; Dollansky, 1997) conducted studies of teachers' perceptions of supervision in Saskatchewan schools. Their findings revealed that

Saskatchewan teachers emphasized the use of new supervision policy and implementation of various supervisory approaches. The issues of trust, collaboration, and peer support were regarded as important for schools in Saskatchewan. Dollansky (1997) also advocated close connection between supervisory practices and professional development.

Due to insufficient research conducted in the field of instructional supervision in Ukraine, the researcher relied on his experiences with supervision in Ukrainian schools and anecdotal description obtained from the professionals in Chernivtsi. Historically, supervision in Ukrainian schools was seen as inspection, a responsibility of administration and central office inspectors. In fact, the term *instructional supervision* is translated into Ukrainian as *instructional control*. However, in recent years there was a movement towards collegial supervisory practices, such as peer coaching and cognitive coaching, and self-reflective approaches, namely portfolios and professional growth plans. The purpose of supervision is to improve instruction, to strengthen classroom management, and to ensure that curriculum is followed. Traditionally, there was a need to support supervisory practices with professional development activities.

#### Assumptions, Delimitations, and Limitations

In order to avoid misrepresentation and misinterpretation of data and findings, it is critical to acknowledge constraints present within research. Any field of inquiry requires the researcher to delimit the exploration in order to facilitate the development of a specific focus for the study. Inherent within such investigations are assumptions about the processes under research. Therefore, limitations exist that constrain the generalizability of

the results. The assumptions, delimitations, and limitations inherent in this study are delineated within this section.

### *Assumptions*

In conducting this study it was assumed that:

1. Supervision, in one form or another, occurred in the participants' schools;
2. Teachers were aware of, and have participated in supervisory practices in their schools;
3. Teachers believed that the supervisory process was valuable;
4. Teachers had beliefs about supervisory processes and their attitudes were influenced by such beliefs;
5. Teachers preferred choice among a variety of approaches to supervision;
6. The process of supervision was a necessary component of teacher professional growth;
7. Each participant answered the questions honestly;
8. Perceptions shared in April-May 2003 pertained to other periods of time during the year.

### *Delimitations*

The study was subject to the following delimitations:

1. This study was delimited to teachers who were in the first or second year of teaching;
2. The study was delimited to all high school teachers in and around the area of two cities, with similar populations – Saskatoon, Canada and Chernivtsi, Ukraine;

3. This study was delimited to perceptions of selected supervisory approaches;
4. This study was delimited to actual and ideal practices of supervision;
5. This study was delimited to perceptions shared during the period of April – May, 2003.

### *Limitations*

The study had the following limitations:

1. The study involved high school teachers only. Classification of schools in Ukraine is different from Canada. The high school classification in Saskatoon refers to senior grades of the secondary school in Chernivtsi. Therefore, Ukrainian teachers of grades eight to eleven participated in the study. Canadian teachers of grades nine to twelve were involved in this research;
2. The study had the limitations of all survey type research such as clarity of wording and respondent understanding of terminology;
3. Generalizability of this study was limited by the fact that the research was conducted in high schools in one city from each country.

### Definition of Terms

For the purposes of this study, the following notions were defined:

1. *Instructional supervision*. A process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach & Reinhartz, 2000)

2. *Professional development.* This teacher-directed process occurs over a period of time, leading to the professional growth for the teacher. Professional development is a vital component of ongoing teacher education and is central to the role of principals and teachers. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (Wanzare & Da Costa, 2000).

3. *Summative evaluation.* This is a planned, summative process that involves a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time.

4. *Beginning or novice teacher.* This term refers to a teacher presently in the first or second year of teaching.

5. *High school.* A secondary school that usually includes grades 9 through 12. The Saskatchewan notion of high school refers to the Ukrainian equivalent of grades eight to eleven of the secondary school.

6. *Clinical supervision.* This is a process of supervision of classroom instruction for the improvement of professional growth, which usually consists of several phases, including pre-conference, observation, and post-conference (Glatthorn, 1984, 1990; Goldhammer, Anderson, & Krajewski, 1980)

7. *Developmental supervision.* A model of supervision that views teachers as individuals on various levels of growth and development (Glickman et al., 1998). Developmental approach may implement a directive, collaborative, or non-directive

orientation toward supervision, depending upon the teacher's individual level of abstract thinking and commitment.

8. *Peer coaching.* A process of supervision in which teachers work collaboratively in pairs and small teams or cohorts to improve instruction (Beach & Reinhartz, 2000). Peer coaching may be a planned or incidental activity. Generally peer coaching occurs in the classroom where one teacher observes another and provides feedback. It may also take place in a conferencing situation away from the classroom.

9. *Cognitive coaching.* A process where teacher coaches are trained to ask questions that allow teachers to explore thinking behind their practices (Garmston, Linder, & Whitaker, 1993). Costa and Garmston (1994) defined it as a nonjudgmental process built around a planning conference, observation, and a reflecting conference, in which the supervisor attempts to facilitate teacher learning through a problem-solving approach by using questions to stimulate the teacher's thinking.

10. *Mentoring.* This is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved (Sullivan & Glanz, 2000b).

11. *Self-directed development.* A process by which a teacher systematically plans for his or her own professional growth (Glatthorn, 1990). This process is also called reflective coaching (Costa & Kallick, 1993). During this process supervisors allow teachers to engage in reflection about their own teaching, thus the teacher becomes the primary generator of knowledge.

12. *Portfolios*. Teacher-compiled collections of artifacts, reproductions, testimonials, and productions that represent the teacher's professional growth and abilities (Riggs & Sandlin, 2000). Portfolios can be used to support and enrich mentoring and coaching relationships.

13. *Professional growth plans*. Individual goal-setting activities, long-term projects teachers develop and carry out (McGreal, as cited in Brandt, 1996). The teachers reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals.

### Overview of the Study

Chapter One introduced the reader to the notion of effective supervision and described the issues in current supervisory practices and the reasons for the investigation of this issue at this time. In addition, the purpose, research questions, assumptions, limitations, delimitations were given along with the relevant definitions required for the completion of the study. Chapter Two reviews some of the current literature pertaining to the area of instructional supervision, different approaches to supervisory process, and their connection with professional development. Chapter Three details the research methodology, analysis of the data, and research instruments used in the study. Means by which this study met the required ethical guidelines for social sciences research are discussed. Data analysis and the research findings are presented in the Chapter Four. A summary of the study, conclusions, and recommendations for theory, practice, and further research are the focus of Chapter Five.

## CHAPTER 2

### A REVIEW OF THE LITERATURE

Teachers are in the forefront of successful instruction; supervision is in the background, providing the support, knowledge, and skills that enable teachers to succeed (Glickman et al., 1998, p. 7)

This chapter is divided into two sections. The first section provides an overview of supervisory models that have been used in education to improve teacher instruction. The second section deals with the connection of supervision and professional development of teachers and different aspects of this integration.

#### Introduction

During the past several decades, instructional supervision has been identified as a means to enhance the performance of teachers in professional roles, since being a true “professional” requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach & Reinhartz, 2000; Glickman et al., 1998; Wanzare & Da Costa, 2000).

The importance of the connection between supervision and professional development cannot be underestimated. MacKenzie (as cited in Glickman et al., 1998), stated that “those schools that link their instruction and classroom management with professional development, group development and action research under a common purpose achieve their objectives” (p. 6). Supervision in this case can be viewed as the function that draws all participants of school teaching-learning process together.

Glickman et al. (1998) used a metaphor of the glue describing supervision in a successful school:

We can think of supervision as the glue of a successful school. . . .A process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individuals within the school can work in harmony toward their vision of what the school should be. (p. 6)

There is a general acceptance of the idea that in organizations, including educational institutions, growth in knowledge and operational expertise depends greatly upon interaction with other workers in a common search for improvement. Sergiovanni and Starratt (2002) viewed schools as learning communities where students, teachers, and supervisors alike are learners and teachers depending on circumstances. Supervisory leadership is called to establish this environment in school. "...The heart of supervisory leadership is designing opportunities for teachers to continuously expand their capacity to learn, to care, to help each other, and to teach more effectively" (p. 8). Sergiovanni (2000) stated that if teacher development is to move to center stage in the school improvement process, then schools need to create the kinds of supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. Interaction between the supervisors and teachers is an asset for effective and collaborative professional development.

Blase and Blase (1998) stated that despite the fact that many approaches to supervision are collaborative in nature, the practice of supervision has often been one of inspection, oversight, and judgment. For a long period of time, supervision of instruction has been viewed exclusively as an inspection issue. Sergiovanni (1992) described supervision as a "ritual they [supervisors and teachers] participate in according to well established scripts without much consequence" (p. 203). The authors continued that

today, supervision as inspection can be regarded as an artifact of the past, a function that is no longer tenable or prevalent in contemporary education. Having functioned for a considerable span of time, this kind of supervision caused negative stereotypes, where teachers were viewed as subordinates whose professional performance was controlled, analyzed, and improved by the superior administrators. Anderson and Snyder (1993) stated, “because of this, teachers are unaccustomed to the sort of mutual dialogue for which terms like mentoring, peer coaching, and collegial assistance are coming into use” (p. 1). Alfonso, Firth, and Neville (1984) noted that occasional supervisory visits to classrooms merely highlight for teachers the episodic character of supervision. Being a predominantly inspectorial, top-down, and compliance oriented function, supervision prevented teachers from regarding supervisors as colleagues, ready to help and give advice. Almost two decades ago, Alfonso et al. (1984) stated, “a continuation of management-oriented supervision is no longer feasible, for the task of supervision now is to refine the process and improve the effectiveness of the results of schooling” (p. 17).

However, the traditional supervisory practices should not be dropped completely, because supervisory authority and control are necessary for professional development. “Much of past practice is educationally sound and should not be discarded” (Mitchell & Sackney, 2000, p. 37). It should be examined critically and honestly for desired educational goals and actual achieved outcomes. The emphasis in supervision should be laid more on the cooperative participation of administrators and teachers to increase the effectiveness of the instruction (Arredondo et al., 1995).

Beach and Reinhartz (2000) emphasized that our view of supervision should not be “one in which teachers are ‘lacking’ or deficient, and supervisors have what it takes to

‘fix’ the deficiency” (p. 9). On the contrary, as a catalyst, a guide, a supporter, or an encourager, the supervisor together with teachers moves along an infinite growth continuum. The primary goal of the contemporary supervisor is not just to solve the problems, but to encourage teachers to jointly study all teaching related activities.

Crucial for a successful teacher-supervisor relationship is the establishment of trust and collaboration (Beach & Reinhartz, 2000). A significant role of supervisors is to provide teachers an opportunity to make professional decisions regarding their own development and trust them with its outcome.

### Teacher Supervision and Evaluation

It is important to distinguish the difference between supervision and evaluation. Poole (1994) stated, “supervision is defined as a formative process that emphasizes collegial examination of teaching and learning” (p. 305). The Saskatchewan Teachers’ Federation [STF] (2002) supported this statement stating that teacher supervision in modern schools is a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher. The process is characterized by “close collaboration among teachers, including the school principals who have the professional responsibility, qualifications, and specialized training to supervise school staff members” (p. 19). Participants in the supervision process should plan and implement, with various degrees of formality, a range of timely professional growth opportunities that are designed to meet the individual teacher’s professional growth and are consistent with the educational goals and objectives at different educational levels.

Teacher evaluation is defined as a summative process that focuses on assessing the competence of teachers (Poole, 1994). Teacher evaluation involves a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time (STF, 2002). An evaluation may also serve to provide a written record of teaching service. The widely used approaches to evaluation are administrative monitoring, report writing, checklists, and self-assessment. Teacher evaluation is characterized by the specificity and formality of both the process and record keeping that are involved. School division administrators who have the professional obligations, qualifications, and specialized training are responsible for this practice.

The formative process is designed to help teachers improve, while a summative process is a judgmental appraisal of a teacher's performance. Clarke (1995) asserted that the most commonly stated purpose for the evaluation of teachers is the improvement of instruction. However, in reality, the focus is often the legal and professional accountability of school administration. Clarke also advocated a separation of accountability and professional development. Accountability addresses the issues of inclusion or achieving tenure as well as exclusion or dealing with marginal teachers. Accordingly, accountability satisfies the legalistic and bureaucratic nature of teacher evaluation. On the other hand, professional development, which is the ultimate goal of supervision, focuses on the ongoing growth and improvement of teachers.

The problem arises that often supervisory and evaluative processes go hand in hand. Teachers want to improve and should see supervision as a tool towards professional development. Central office administrators want a system in place to provide accountability. "Teachers want supervision that is supportive, helpful, and

nonjudgmental, but central administration often expects supervision to be instrumental, enforcing the organizations expectations and seeking goal achievement” (Alfonso & Firth, 1990, p. 185). But, as it was argued by the STF (2002), though different in primary purpose, evaluation and supervision are essential for effective teaching and learning, student achievement, and teacher success. While supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Wareing, 1990).

### Definitions of Supervision

There is no single unifying definition of supervision in the literature (Alfonso & Firth, 1990). Supervision can be defined according to different aspects of the notion, but from an educational administration perspective, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

As Wanzare and Da Costa (2000) stated, a survey of the literature revealed many definitions of supervision - each one unique in its focus and purpose - ranging from a custodial orientation to a humanistic orientation. Drake and Roe (1999) noted that in a custodial context, supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school. A whole-school approach suggested, “supervision is the function in schools that draws together all the discrete elements of instructional effectiveness into whole-school action” (Glickman et al., 1998, p. 6). A more humanistic definition suggested that supervision of instruction is a multifaceted, interpersonal process that deals with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development (Pfeiffer & Dunlap, 1982).

Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better, or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. Fostering this point of view, Alfonso, Firth, and Neville (1981) defined instructional supervision as "behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization" (p. 43). Glatthorn (1990) added that supervision is "the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained" (p. 84). The Dictionary of Education (as cited in Goldhammer et al., 1980) provided the most extensive definition of supervision:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction, and methods of teaching, and the evaluation of instruction. (p. 17)

As the literature review shows, definitions of instructional supervision which focus on the improvement of instruction are the most widespread (Goldhammer, Anderson, & Krajewski, 1993; Hoy & Forsyth, 1986). Intrinsic to these definitions is that supervision is viewed as a set of services and processes aimed at improving the effectiveness of instruction and the professional development of the teachers. Teachers and administrators

must actively engage in the process of supervision. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process (Glatthorn, 1990). Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

### Purposes of Supervision

It is generally accepted that effective instructional supervision is conducted for several specific reasons. Wanzare and Da Costa (2000) classified purposes of supervision, which include the following:

1. Instruction improvement (Beach & Reinhartz, 2000; Glickman et al., 1998; Goldsberry, 1997; Nolan, 1997; Sergiovanni & Starratt, 1998; Waite, 1997).
2. Effective professional development of teachers (Acheson & Gall, 1997; Beach & Reinhartz, 2000; Glatthorn, 1984; Waite, 1997; Wiles & Bondi, 1996).
3. Helping teachers to become aware of their teaching and its consequences for learners (Glickman et al., 1998; Nolan, 1997).
4. Enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997).
5. Fostering curriculum development (Nolan, 1997; Oliva & Pawlas, 1997; Wiles & Bondi, 1996).
6. Encouraging human relations (Wiles & Bondi, 1996).

7. Fostering teacher motivation (Glickman et al., 1998).
8. Monitoring the teaching-learning process to obtain the best results with students (Schain, 1988).
9. Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992).

Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development (Bolin & Panaritis, 1992). As McQuarrie and Wood (1991) stated, “the primary purpose of supervision is to help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms” (p. 93). Sergiovanni (1992), summarizing the reasons for supervision noted, “We supervise for good reasons. We want schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and we believe that supervision serves these and other worthy ends” (p. 204). To sum it up, Wanzare and Da Costa (2000) stated that the overarching purpose of supervision is to enhance teachers’ professional growth by providing them with feedback regarding effective classroom practices.

Supervisors can enhance these purposes by using a variety of supervisory strategies with different teachers just as effective teachers must employ a rich methodology to reach all their students. There is a clear understanding among scholars that teachers have different backgrounds and experiences, different abilities in abstract thinking, and different levels of concern for others (Beach & Reinhartz, 2000; Glickman et al., 1998;

Wiles & Bondi, 1996). Thus, effective supervisors must employ a framework that most appropriately matches the strategies to the context and the unique characteristics of the teacher. Matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work. Concise matching of supervisory approaches to individual needs and preferences is impossible, but more informed matching decisions can be made by considering different styles in supervision (Sergiovanni & Starratt, 1998).

### Models of Supervision

Writers differentiate between several models of supervision upon which educational leaders and teachers can draw. In order to be effective, supervision policy cannot rely exclusively on one model, but should combine their best characteristics, as each process has distinct qualities that can contribute to teachers' growth and development as they seek to improve instruction.

Cogan, Anderson, and Krajewski (as cited in Blase & Blase, 1998) classified supervision approaches that appeared in the professional literature between 1850 and 1990 as follows:

1. Scientific management;
2. Democratic interaction approach;
3. Cooperative supervision;
4. Supervision as curriculum development;
5. Clinical supervision;
6. Group dynamics and peer emphasis;
7. Coaching and instructional supervision. (p. 7)

Duffy (1997), however, stated that there are only two leading models of teacher supervision. One, which dominates the literature and is seen occasionally in practice, is clinical supervision (Goldhammer et al., 1980, 1993), where supervisors observe classroom teaching, make notes, analyze, and share the results with the teacher, assuming that the feedback will help the teacher improve his or her performance. The other model, found overwhelmingly in practice and disdained in the supervision literature, is performance evaluation (Duffy, 1997), otherwise called administrative monitoring (Glatthorn, 1990), and is an occasional surprise observation of classroom teaching.

Recent researches mentioned two broad models of instructional supervision that have been very effective over the last years: differentiated and developmental types of supervision. Differentiated supervision (Glatthorn, 1984, 1990) is an approach to supervision that provides teachers with options about the kinds of supervisory services they are offered. It assumes that, regardless of experiences and competence, all teachers will be involved in the three related processes for improving instruction: teacher evaluation, staff development, and informal observations. “The differentiated system builds upon...intensive development (or clinical supervision), cooperative development, and self-directed development” (Glatthorn, 1990, p. 179).

Developmental supervision (Glickman et al., 1998) assumes that teachers are professionals at different levels of development and require particular approach to supervision. This model utilizes three approaches to supervision: directive, collaborative, and non-directive. The developmental model places emphasis on professional development of all the participants of instructional process (Tanner & Tanner, 1987).

Sergiovanni and Starratt (1998) developed a schema for organizing supervisory practice for teachers. They advocated that all supervision plans be organized around a minimum of five options with teachers playing key roles in deciding which options best address their needs at a given time. The organizing theme for their options is professional authority. This model uses five options: clinical, collegial, self-directed, informal, and inquiry-based supervision.

One of the most recent models of supervision advocated by many scholars is reflective supervision (Renihan, 2002). Among the approaches utilized by this model are collaborative supervision, self-reflection, and inquiry-based supervision (otherwise called action research (Tracy, 1998). To carry out reflective practices and related aspects of professional growth, teachers require appropriate opportunities, supports, and resources (STF, 2002).

#### Providing Options for Teachers

The educational practice of instructional supervision appears to be a contentious issue in contemporary educational circles, and it has been characterized by shifting attitudes among researchers and educators alike. Sergiovanni and Starratt (1998) stated that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers.

In response to the concerns about the state of supervisory practices for beginning teachers, alternative models of supervision have arisen and taken hold over the past two decades. Sergiovanni and Starratt (1998) noted that these models of supervision refer to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. The shift here is toward viewing supervision as a process “designed

to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills to observe parents and schools, and to make the school a more effective learning community” ( p. 50).

Rikard (as cited in Shively & Poetter, 2002) stated that new models that envision the possibility that teachers themselves can provide the kind of supervisory leadership necessary for strengthening teaching and programs for beginning teachers are taking hold and proving to be effective. Administrators and teachers in the schools with programs that support teacher education programs can be well-equipped to supervise beginning teachers. As Sullivan and Glanz (2000a) stated, the major finding that emerged from their research was that certain leadership and implementation practices promoted the successful implementation of alternative approaches to supervision, such as mentoring, peer coaching, peer assessment, portfolios, and action research. The proper use of various approaches to supervision can enhance teacher’s professional development and improve instructional efficiency.

The following review differentiates between both traditional and alternative approaches to supervision that can be considered most effective for staff development and teacher effectiveness. These include clinical supervision, developmental approach, collaborative development, self-directed or reflective development, portfolios, and professional growth plans. Administrative monitoring is included in the review, but cannot be considered as an option for teachers. Implementing of different models of supervisory practices is intended not only to give choices to the teachers; it is also designed to provide choices to the administrators and schools (Glatthorn, 1984).

### *Clinical Supervision*

Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Goldhammer et al. (1993) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Pajak, 2002). One of the first advocates of clinical supervision, Cogan (1973) defined clinical supervision as:

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behaviour. (p. 9)

Clinical supervision, or intensive development (Glatthorn, 1990), has also been defined as “that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face (or other associated) interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement” (Goldhammer et al., 1980, pp. 19-20).

This form of supervision has been traditionally viewed as an intensive skill-focused process that incorporates a five-step cycle. Researchers (e.g., Goldhammer et al., 1980, 1993; Tanner & Tanner, 1987) provided a structure of clinical supervision that includes pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post conference analysis. Clinical supervision can be used with

inexperienced beginning teachers, teachers who are experiencing difficulties, and experienced teachers looking to improve their performance.

Sergiovanni and Starratt (1998) described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial evaluation, including input from students. Finally, the point of supervision from a clinical standpoint is not quality control for the protection of students and the public from incompetent teaching, rather the point of clinical supervision is the professional improvement of the teacher that "guarantees quality teaching and schooling for students and the public" (Sergiovanni & Starratt, 1998, p. 230).

Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and

opinions about how the method of supervision should be implemented to best improve teaching (Goldhammer et al., 1993).

For clinical supervision to be effective, there are some commonalities that are evident. These themes include (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity; (b) teachers control over the products of supervision; (c) teachers retain control over decisions that impact their teaching practices; (d) there is continuity in the supervisory process over time; (e) supervisors provide teachers with nonjudgmental observational data; and (f) both teachers and supervisors engage in reflective practice (Nolan, Hawkes, & Francis, 1993).

Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz (2000), teachers tend to favor individualized, close and supportive supervision, which addresses their individual needs. Teachers also agree on the basic assumptions and effectiveness of clinical supervision, accepting recommendations for change, which they believe is possible in their classroom behavior. Thus, clinical supervision is not the means of improving supervisors' skills. For Tanner and Tanner (1987), the focus of clinical supervision "on actual classroom practices ensures that the process is of practical significance to the teacher" (p.183). This intensive development is a way of promoting teacher growth in self-direction and self-confidence by encouraging teachers to make instructional decisions.

### *Developmental Supervision*

Another process of supervisory practice is referred to as developmental supervision (Glickman et al., 1998). "Developmental supervision encompasses a number of tasks and skills that promote instructional dialogue and learning and teacher professional growth

and development” (Reiman & Thies-Sprinthall, 1998, p. 12). This model views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers) seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach & Reinhartz, 2000).

For Glickman et al. (1998), “ instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching” (p. 51), which is largely a process of adult learning through supervision. Developmental supervision is built on the premises that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, they need to match their assistance to teachers’ conceptual levels, and they also need to allow teachers to take charge of their own improvement. In addition, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

As Tanner and Tanner (1987) noted, in this approach supervisors would employ three leadership orientations with teachers, namely directive, collaborative, and non-directive. Glickman et al. (1998), however, in describing the developmental process, identified four styles supervisor may employ: directive control, directive informational, collaborative, and non-directive.

The *directive control style* includes the following kinds of supervisory behaviors: directing, standardizing, and reinforcing consequences. The result of this orientation is the mutually agreed-upon plan of action between the supervisor and the teacher. The

directive supervisor judges the most effective way to improve instruction by making tasks clear, reassessing the problems and possible solutions, and showing teachers what is to be done. It implies that the supervisor is more knowledgeable in the matter and his or her decisions are more effective for improving the instruction. In the *directive informational style*, the supervisor standardizes and restricts choices during the meetings, with the result of a supervisor-suggested plan of action. This orientation is used to direct teachers to consider and choose from clearly delineated alternative actions. Such an approach is useful when the expertise, confidence, and credibility of the supervisor clearly outweigh the teachers' own information, experience, and capabilities (Glickman et al., 1998).

The *collaborative style* is premised on participation by equals in instructional decision making process. This orientation includes the following behaviors: listening, presenting, problem solving, and negotiating, which lead to a development of a contract between the teacher and the supervisor. Collaboration is appropriate when teachers and supervisors have and are aware of similar levels of expertise, involvement, and concern with a problem. Equality is the major issue in this orientation. The result is a contract, mutually agreed upon and carried out as a joint responsibility. In a *non-directive style*, supervisors view teachers as capable of analyzing and solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, encouraging, and problem solving. The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals (Glickman et al., 1998). The outcome is generated by the teacher, who determines the plan of action.

In general, developmental supervision provides the supervisor with the way to connect the teacher's levels of professional development with the appropriate supervisory

style. As Tanner and Tanner (1987) indicated, “if teachers are to grow in their professional commitment for solving problems, a growth of developmental model of supervision is required” (p. 187).

### *Collaborative Supervision*

Collegiality and collaboration are very important in modern schools. Fullan and Hargreaves (1996) observed that teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth. “Interns, beginning teachers, and individuals who are new to a school or teaching assignment may require a considerable amount of support from their more experienced colleagues” (STF, 2002, p. 11). These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request.

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are also given to the supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Such approaches are developed for teachers and supervisors “to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture that promotes learning and growth for everyone involved” (Arredondo et al., 1995, p. 74).

Collaborative approaches are based on a process of “critical friend” (Costa & Kallick, 1993). A critical friend provides an assessment feedback to an individual - a student, a teacher, or an administrator - or to a group. A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend. “A critical friend takes the time to fully

understand the context of the work presented and the outcomes that the person or group is working toward” (p. 50) and is an advocate for the success of that work. Reflective practices lie at the core of all collaborative approaches to supervision.

*Peer coaching.* One of the approaches of collaborative supervision is peer coaching (Showers & Joyce, 1996). According to Glatthorn (1990), peer coaching seemed to be the most intensive process among all cooperative development models. The coaching approach uses cohorts and is often coupled with clinical supervision. As teams work together, their emphasis is on asking questions, which serve to clarify their own perceptions about instruction and learning. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of the informal evaluation (Bowman & McCormick, 2000). During peer coaching, beginning teachers collaborate to develop a shared language, forums to test new ideas about teaching, and, ultimately, expertise (Glickman et al., 1998).

According to Hosack-Curlin (1993), coaching “which is built upon a collaborative relationship between observer and teacher, significantly increases classroom utilization of newly acquired skills...” (p. 231). Peer coaching can utilize teams of teachers who provide daily support and encouragement to each other. The supervisor is seen as a facilitator working with cohorts of teachers. Coaching emphasizes professional action by peers, and is usually used along with clinical supervision. Teachers participate in small-group sessions, where they ask questions to clarify their perceptions of teaching and supervision. The value of analysis and feedback, which enhance the supervision process (Starling & Baker, 2000) can not be underestimated. Beach and Reinhartz (2000) stated, “through analysis and feedback, supervisors (along with cohort members) find out the

reasons for teacher's decision and coach the teacher on the job by translating research on effective planning and teaching into classroom practice" (p. 141).

Peer coaching is really important for beginning teachers. Hosack-Curlin (1993) stated that findings in this area showed that the beginning teachers rated experienced teachers who coached them as highly competent and the process itself as very necessary. Teachers have to be ready to take the challenge of peer coaching, choose the partners for the teams, and commit to learning and growing professionally. Ebmeier and Nicklaus (1999) stated that peer coaching programs reduced the time burden on principals of both regular and collaborative supervision while increasing collaboration among teachers. Peer coaching can be very effective for all participants because both parties profit from the exchange. Showers and Joyce (1996) stated that peer coaching helped nearly all participants; furthermore "teachers introduced to the new models could coach one another..." (p.14).

*Cognitive coaching.* Similar to peer coaching is the cognitive coaching approach (Costa & Garmston, 1994). The difference between these two approaches, as Showers and Joyce (1996) stated, lies in that peer coaching focuses on innovations in curriculum and instruction, whereas cognitive coaching aims more at improving existing practices. Cognitive coaching may pair teacher with teacher, teacher with supervisor, or supervisor with supervisor, but when two educators in similar roles or positions, the process is called peer supervision (Beach & Reinhartz, 2000).

According to Costa and Garmston (1994), "cognitive coaching is a nonjudgmental process built around a planning conference, observation, and a reflecting conference" (p. 2). For Garmston et al. (1993) cognitive coaching is a process during which teachers

explore the thinking behind teacher practices. Cognitive coaching can help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves.

Costa and Garmston (1994) outlined three major goals of cognitive coaching, which include: (1) developing and maintaining trusting relationship; (2) promoting learning; and (3) fostering growth toward both autonomous and interdependent behavior (also called holonomy). The cognitive coaching process is built on a foundation of trust, which is fundamental to success (Beach & Reinhartz, 2000). As teachers work with teachers or supervisors in a coaching interaction, learning is the ultimate goal. They have the opportunity to learn more about themselves, each other, and the teaching-learning process. As the result of the coaching process, teachers are encouraged to reach autonomy – the ability to self-monitor, self-analyze, and self-evaluate – which is another ultimate goal of cognitive coaching (Garmston et al., 1993). At the same time, teachers have to realize their interdependence as a part of a greater whole within their school.

Cognitive coaching consists of three components: the planning, the lesson observation, and the reflection (Beach & Reinhartz, 2000). Each of the components needs sufficient time to be successful. Making time means providing another way to support professional growth and change in teachers through reflective discussions and analyses of the instructional behavior in class (Blase & Blase, 1998).

*Mentoring.* Over the past decade, reports and related research have come out advocating the enhanced use of mentoring to assist novice teachers within their first years of teaching. Smith (2002) stated that traditionally, many beginning teachers entered the classroom with only minimal opportunity to interact with students and more importantly,

learn from master teachers. But recent research projects and publications have addressed mentoring in teacher professional development. Reiman and Thies-Sprinthall (1998) in their book described the connection between mentoring, supervision and professional development. Mentoring can serve to augment the succession planning and professional development of schools. Mentors can model a culture of collaboration and collegiality in which best thinking occurs through collective judgment, which is considered to be the best way teachers learn (Hopkins-Thompson, 2000).

Mentoring, as described in the literature, involves interacting with the protégé (Beach & Reinhartz, 2000; Hopkins-Thompson, 2000). Mentoring is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and nonjudgmentally to study and deliberate on ways instruction in the classroom may be improved (Sullivan & Glanz, 2000b). Mentors support the being of their protégés, providing advocacy, counseling, help, protection, feedback, and information that they would otherwise not have. Main mentoring functions described in the literature are: teaching, sponsoring, encouraging, counseling, and befriending. Beach and Reinhartz (2000) stated that the main roles of mentors are to support, assist, and guide, but not evaluate protégés. Mentors should be respected teachers and administrators highly skilled in communicating, listening, analyzing, providing feedback, and negotiating. They have to be trustworthy and committed to the process. They need to believe in personal and professional development and be adept at adjusting their expectations of the protégés (Hopkins-Thompson, 2000). Supportive and trusted relationships are “paramount to successfully assist novice teachers in adjusting to teaching requirements” (Smith, 2002, p. 47).

### *Self-Reflection*

The context for education is ever changing. As a result, teaching should never be viewed as a static profession (STF, 2002). In response to changing circumstances, teachers have a professional responsibility, collectively and individually, to reflect on what is happening and why, as well, as the effectiveness of their current teaching practices. Thus, teachers can participate in collective reflection practices, such as peer coaching, cognitive coaching, or mentoring, as well as self-assessment reflective practices. Each teacher “has a responsibility to exercise her or his professional judgment in modifying and refining these practices so that students’ best interests will continue to be served” (p. 11).

Depending on teachers’ perceptions and values, a program of self-directed development (Glatthorn, 1990) can be the most effective for some teachers. Self-directed approaches are ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (1998) considered this option to be efficient in use of time, less costly, and less demanding in its reliance on others. Reiman and Thies-Sprinthall (1998) noted that, perhaps, the most important dimension of self-assessment is the ability to reflect on one’s experience as a teacher. As Glatthorn (1990) suggested, “self-directed development is an option provided teachers that enables them to set their own professional growth goals, find the resources needed to achieve those goals, and undertake the steps needed to accomplish those outcomes” (p. 200). In order to improve instructionally, teachers learn to analyze their own classroom behavior. Although an administrator or supervisor may facilitate the process, assessment of classroom performance begins with teachers who are

developmentally ready. Teachers, therefore, need to have self-analysis skills to examine the various aspects of their instructional delivery system (Beach & Reinhartz, 2000).

Self-assessment is regarded as a process of reflection that engages teachers in the variety of activities, such as inventories, reflective journals, or portfolios, for the purpose of instructional improvement by rethinking past experiences and finding new alternatives. But this self-analysis sometimes may not be appropriate. Therefore, to begin the process teachers need to consult with supervisors or peers, and decide on their own plan (Reiman & Thies-Sprinthall, 1998). According to the STF (2002), to carry out reflective practices and related aspects of professional growth, teachers require appropriate opportunities, supports, and resources provided by the administration and policies. Thus, self-assessment shifts the responsibility for change from the supervisor to the teacher.

Beach and Reinhartz (2000) discussed seven steps of effective self-assessment supervision. The first step is for teachers to analyze and reflect on their teaching performances. In the second step, teachers use the information from their reflective journals and completed inventories to analyze their effectiveness in self assessing process. The third step involves feedback from other sources, such as supervisors, peers, and/or students. The fourth step in self-assessment, most important in determining the accuracy of the information from other sources, is analyzing data. The next step involves developing possible strategies for initiating improvement. The sixth step comes as teachers implement the agreed-upon changes in their own instructional behavior. And finally, at step seven, teachers reassess the effectiveness of the change. This model can be effective if teachers are aware of their need to develop. Beach and Reinhartz (2000)

stated, “the key to successful self-assessment supervision... is to connect effective teaching behaviors with the needs and perceptions of teachers” (p. 149).

### *Portfolios*

If teachers want to be involved in their own development and supervision, they must take ownership of the evaluation process. The best avenue for teachers to engage in such practice is the teaching portfolio (Painter, 2001). A teaching portfolio is a teacher-compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher’s professional growth and abilities (Riggs & Sandlin, 2000). A professional portfolio can serve many different purposes. Although the portfolio can be time-consuming to construct and cumbersome to review, it not only documents the development of innovative and effective practices, but “it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing” (Sullivan & Glanz, 2000b). Wolf (1996) advocated the importance of this approach by stating that it can capture the complexities of professional practice in ways that no other approach can: “Not only are they [portfolios] an effective ways to assess teaching quality, but they also provide teachers with opportunities for self reflection and collegial interactions based on documented episodes of their own teaching” (p. 34). Although each portfolio is different, they usually include teacher resources, references, and professional articles with practical suggestions.

Portfolios can be used to support and enrich mentoring and coaching relationships (Sullivan & Glanz, 2000b). Wolf (1996) noted that teachers create portfolios for a variety of reasons, namely, to demonstrate their achievements, to acquire new positions, or to

build their own professional development by creating portfolios based on individual growth plans.

### *Professional Growth Plans*

Professional growth plans are not a particularly new approach to teacher supervision and staff development (Fenwick, 2001). Beach and Reinhartz (2000) stated that in order to assess teacher performance, one must consider the instructional intent, the teaching learning interactions, and the results of teachers' efforts. It is useful for the supervisor to engage teachers in reflective writing, as well as describing the goals and objectives with their perceived results. In the past teachers participated in individual goal-setting activities, which now are referred to as professional development plans – “long-term projects teachers develop and carry out” (McGreal, as cited in Brandt, 1996, p. 31). The teachers are required to reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals. Teachers select the area in which they wish to enhance their skills, put their entire plan in writing, including where to obtain the knowledge, what workshops they will attend, what books and articles they expect to read and how they will set up practice activities. It also includes who will observe them as they begin to implement the new learning (Barkley & Cohn, 1999). Professional growth plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning” (Fenwick, 2001, p. 422).

### *Administrative Monitoring*

Administrative monitoring (Glatthorn, 1984) is a process by which the supervisor monitors the staff through brief unannounced visits, simply to ensure that the teachers' responsibilities are carried out properly. While the majority of books on supervision emphasized the inefficiency of this approach, Glatthorn (1984) argued "there is persuasive evidence that such monitoring is a key aspect of principal's role in instructional leadership" (p. 5). This approach to supervision is viewed by scholars as the remnant of inspectorial supervisory practices. This method is widely used by school administrators in teacher evaluation, and is considered necessary for beginning teachers to measure their success and growth. Administrative monitoring gives the principal information about what is happening in the school, and enables him or her to be aware of any problems. Teachers see the principal as actively involved and concerned. The administrative method is successful when there exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader.

### *Summary*

From the analyzed models it is clear that supervisors must become committed to a long-term process of initiating and sustaining instructional growth and change for teachers. To be effective in their roles, supervisors must begin to utilize various processes of supervision that provide a consistent pattern of interaction with teachers (Beach & Reinhartz, 2000). Teachers have to choose the appropriate model and be ready to participate for their professional growth and development.

## Connection between Supervision and Professional Development

Professional development is a vital component of ongoing teacher education and is central to the role of school staff. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (Wanzare & Da Costa, 2000). Instructional supervision, with its emphasis on partnership and professional improvement, is an important tool in building an effective professional development program.

### *Characteristics of Supervision as a Professional Growth Model*

Supervision for teachers' professional growth and development is grounded in a number of principles and beliefs that emerge from the literature (Wanzare & Da Costa, 2000). Little (1993) noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and other long-term professional partnerships, in order to actively construct knowledge and increase their understanding of the teaching-learning process (Nolan & Francis, 1992).

Supervision is a fundamental part of the total service provided by school systems. Wanzare and Da Costa (2000) stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved. "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance" (Beach & Reinhartz, 2000, p. 128).

Da Costa and Riordan (1997) emphasized that the development of trust in the supervisory relationship is critical. As Griffin (1997) noted, shared authority, expertise, and expectations as a consequence of supervision opportunities are preferable to conventional "top-down" strategies designed to realize "top-down" expectations.

Supervision requires the proactive use of linguistic skills (Arredondo et al., 1995). The importance of such skills was emphasized by the approach of cognitive coaching (Costa & Garmston, 1994). Supervision is highly dependent on the exchange of ideas among individuals working with each other. Participants in the supervisory process must be able to communicate their intended meanings clearly and coherently.

Effective supervision can be characterized by such constituents as teaching, learning, reflection, two-way growth, and group collaboration (Arredondo et al., 1995). Supervisors and teachers must be involved in and committed to rigorous educational and training programs to improve the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process (Haefele, 1993).

#### *Fostering Professional Development through Supervision*

Wanzare and Da Costa (2000) pointed to four key strategies for enhancing the professional growth of teachers through supervision. First, according to Starratt (1997), the establishment and subsequent administrative support and provision of guidance for a systemic and continuing staff development process, supported by collaborative approaches to problem solving (Darling-Hammond & McLaughlin, 1995), should focus on means of linking new knowledge, on ways of thinking, and on practical use of the knowledge, experience, and values (Glickman et al., 1998).

Second, teachers need to engage individually and in groups in the concrete tasks of teaching, observation, assessment, experimentation, and reflection (Darling-Hammond & McLaughlin, 1995). This approach can result in a better understanding of the learning and development processes given their teaching contexts and students.

Third, given the wide variety of supervisory approaches described in the literature, supervisors should match appropriate supervisory strategies to teachers' unique characteristics and their levels of developmental needs. The ultimate goal of supervisors should be to enable teachers to be self-directed and encourage independent decision-making on supervisory techniques (Glickman et al., 1998).

Fourth, Wanzare and Da Costa (2000) stated that organizational leaders should work to establish a culture that values professional, collegial interactions among participants, such as team planning, sharing, evaluation, and learning to create methods for peer review of practice. In doing so, they promote the spread of ideas and shared learning (Darling-Hammond & McLaughlin, 1995).

### *Integrating Supervision and Professional Development*

Supervision and professional growth are linked processes (Jonasson, 1993). According to Sullivan (1997), supervision and professional development as fields of educational development are inextricably linked and "can and should overlap as needs and local preferences dictate" (p. 159).

Supervision and staff development are connected in several ways. McQuarrie and Wood (1991) regarded one connection to be through the use of data from supervisory activities that can be used in the planning and implementation of staff development to improve instructional practices and as a means of helping teachers to refine and expand

skills acquired during in-service training. Staff development is a prerequisite to effective supervision and may be used to prepare teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices. McQuarrie and Wood also noted that both supervision and staff development (1) focus on teacher effectiveness in the classroom; (2) are judgment-free processes that improve teachers' instructional practices in a collaborative atmosphere; (3) may be provided by teachers, supervisors, and administrators; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

Supervision is an important vehicle for staff development (Wanzare & Da Costa, 2000). As Glickman et al. (1998) suggested, "The long-term goal of developmental supervision is teacher development toward a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional improvement" (p. 199). The authors concluded that teacher development should be a critical function of supervision for three reasons: teachers functioning at higher developmental levels tend to use a wider variety of instructional behaviors associated with successful teaching; teachers who have themselves reached higher stages of cognitive, conceptual, moral, and ego development are more likely to foster their own students' growth in those areas; and teachers at higher levels of adult learning are more likely to embrace "a cause beyond oneself" and participate in collective action toward school-wide instructional improvement - a critical element found in effective schools research.

The connection between supervision and professional development has changed and become stronger in the recent years. Sergiovanni and Starratt (1998) stated that

traditionally improvements have been sought by providing formal and informal in-service programs and activities, the emphasis of which is on training teachers. But in recent years, in-service has given way to professional development, where teachers play key roles in deciding the direction and nature of their professional development. In-service education assumes a deficiency which needs a development of a certain skill. Conversely, professional development assumes that teachers need to grow and develop on the job. Supervisors are viewed as facilitators of such growth.

The planning and conducting of effective professional development programs should be based on and directed by research and best practice (Wood & Thompson, 1993). In this process, the emphasis is on the development of the professional expertise by involving teachers in problem solving and action research. According to Sergiovanni and Starratt (1998), “teachers and supervisors share responsibility for the planning, development, and provision of staff development activities, and the focus is much less of training than on puzzling, inquiring, and solving problems” (p. 276).

Supervisor’s role in professional development emphasizes providing teachers with the opportunity and the resources (teaching materials, media, books, and devices) they need to reflect on their practice and to share their practice with others. Supervisors, therefore, help both indirectly, by promoting opportunity and support, and directly, by collaborating with teachers as colleagues (Sergiovanni & Starratt, 1998). The supervisors need to be aware of the teacher’s professional level and to provide the right framework and accountability for their development (Ogden, 1998).

Professional development needs differ for novice and experienced teachers, and special programs should be developed to meet these needs. Several major concerns of the

beginning teachers are outlined, among which are fatigue, work overload, and pressure of being a new teacher.

As Glatthorn (1990) stated, beginning teachers can be characterized in terms of their preferences for certain kinds of supervisory processes. First, a general view is that most beginning teachers need the intensive assistance of clinical supervision. They can benefit from the developmental processes of pre-conference, observation, and post-conference. Second, the supervisor should work with them in a so-called “flexibly collaborative style” (p. 364), which presupposes suggestion-based action plan on behalf of the supervisor or mentor.

Administrators can provide opportunities for novice teachers to be engaged in team teaching with experienced professionals. This professional orientation may involve planning for teaching, team-teaching, and providing feedback. The mentor may be an experienced peer, college professor or supervisor, school principal or former teacher. It is the administrators’ responsibility to see to it that mentors are qualified, well-trained, and capable of providing the guidance needed for improving the professional development of novice teachers.

Experienced teachers have special professional development preferences and needs, too. Only a small percentage need intensive clinical supervision that focuses on the essential skills of teaching (Glatthorn, 1990). The greater number can benefit from collaborative and self-directed models that will foster their continuing professional growth and recognize their unique talents.

In sum, for professional development to be meaningful to both the beginning and experienced teachers, and to lead to the renewal and instructional improvement,

Glickman et al. (1998) stated that it needs to operate at two levels. First, the teachers as individuals should have a variety of learning opportunities to support the pursuit of their own personal and professional career goals. And second, teachers as part of the educational organization should be willing to define, learn, and implement skills, knowledge, and programs together, in order to achieve the goals of education.

### Conceptual Framework

Supervision is a continual process that allows teachers the opportunity to facilitate their own professional growth. Each teacher is an individual with a set of preferences and perceptions that cause specific behaviors in different situations. Each school, as an organization, is relatively unique with its own peculiar professional context. The changing situational character of schools, or “contingency theory” (Hanson, 2003) is currently coming to be understood as a key to effective educational administration. A contingency view of supervision is based on the premise that teachers are different and that matching supervisory options to these differences is important (Sergiovanni & Starratt, 1998). In choosing a supervision method, “teachers play key roles in deciding which of the options make most sense to them given their needs at the time” (p. 252). The process gives teachers the support and knowledge they need to change themselves in order to grow professionally.

The conceptual framework model (see Figure 1), shows that supervision is a cyclical process. Depending on the professional context for instructional supervision, beginning teachers and supervisors collaboratively select between approaches to formative supervision. The formative process is developmental in nature and incorporates the ideals of developmental supervision model (Glickman et al., 1998). It is aimed at

assisting beginning teachers to become effective and to constantly improve (Poole, 1994). The summative process involves evaluation as a means of judgmental appraisal to measure professional growth of beginning teachers (Wareing, 1990). Supervision and evaluation are viewed as separate activities (STF, 2002). Teacher evaluation is viewed as a critical function of administration, but systematic evaluation of teacher performance remains separate from supervision (Glatthorn, 1990).

Sergiovanni and Starratt (1998) suggested that teachers may choose between collaboration with supervisors or peers and self-reflection paths in supervision. Once the collaborative path is chosen, teachers can select from many supervision approaches including: clinical supervision (Goldhammer et al., 1993), cognitive coaching (Costa & Garmston, 1994), peer coaching (Showers & Joyce, 1996), and mentoring (Reiman & Thies-Sprinthall, 1998). Clinical supervision is a three-step process consisting of a pre-conference, an observation, and a post-conference. Cognitive coaching allows teachers to ask questions to explore thinking behind their practices. In peer coaching, teachers work collaboratively in pairs and small teams or cohorts, in which the coach provides feedback to teachers to help them to reach their professional goals. Mentoring provides the opportunity for experienced educator (mentor) to work with a novice or less experienced teacher (protégé) collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved. Some teachers prefer to be supervised by a self-reflective process. Self-reflection path can involve self-evaluation (Glatthorn, 1990), portfolios (Sullivan & Glanz, 2000b), and professional growth plans (Fenwick, 2001).

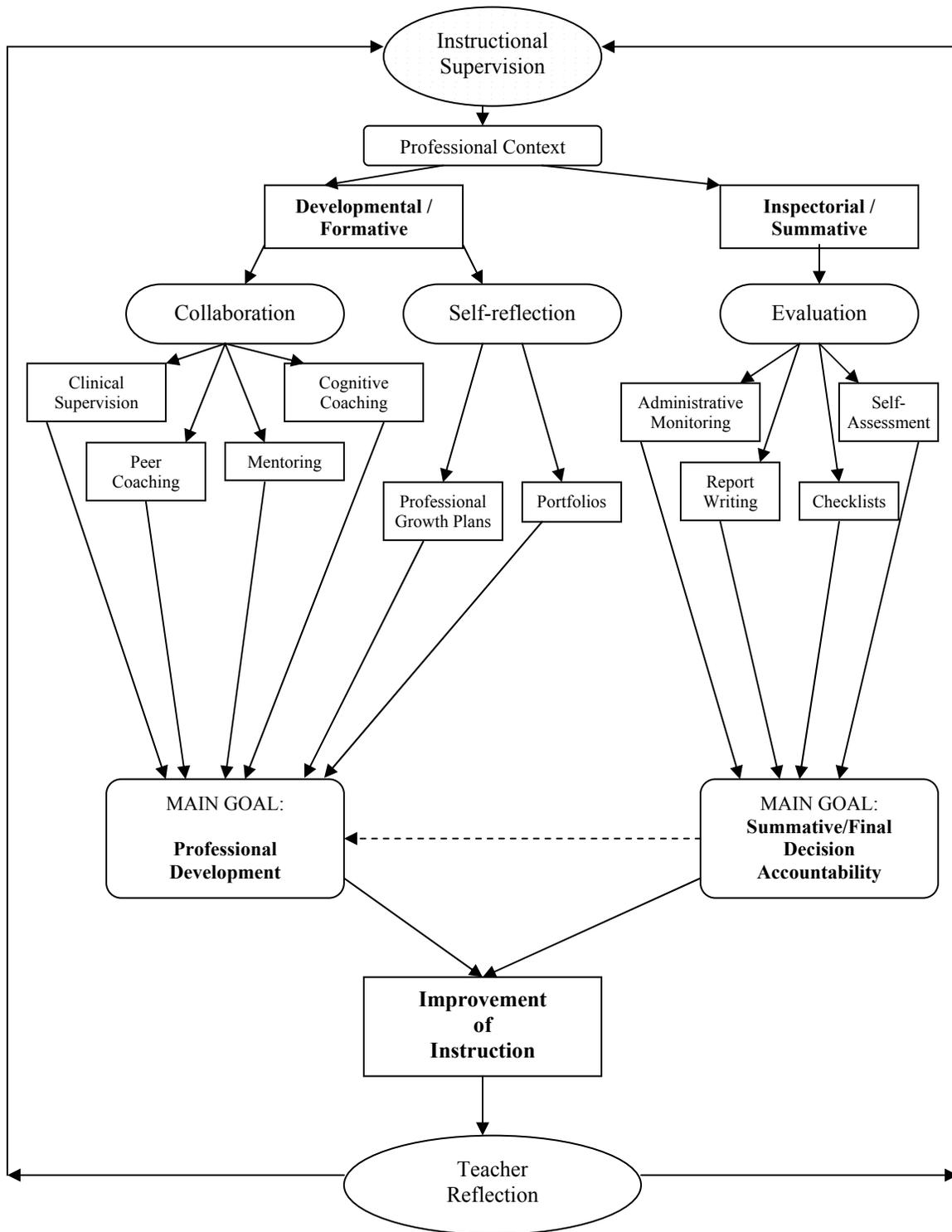


Figure 1. Instructional supervision

Teachers using self-evaluation work alone and are responsible for their own professional growth. In the portfolio approach, teachers collect information from their students, colleagues, or themselves about their teaching. In professional growth plans, teachers reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcomes and plans for achieving the goals.

As can be seen from Figure 1, the supervisory process remains developmental, considering teachers' levels of development (Glatthorn, 1990; Glickman et al., 1998). At the conclusion of the formative supervision process, beginning teachers should experience professional growth and an improvement in their ability to reflect on aspects of their teaching performance. Parallel to formative processes, summative evaluation is used to measure the extent of professional growth and development of beginning teachers for the purposes of retention.

### Summary

Many scholars have studied the topic of supervision in recent years, and they came to the conclusion that no unified model of supervision has been developed. Having analyzed several models in this review, it can be stated that a synthesis of different types and styles of supervision, such as clinical, collaborative, developmental, and self-directed can provide a firm ground for effective instruction. Supervision can also ensure the personal and professional development of teachers. Professional development is dependent on the appropriate supervision approach, and can benefit from it.

Inspectorial supervision proved to be ineffective in past decades. Conversely, supervision is viewed as a collaborative process between the supervisors and teachers.

Teachers and administrators need to join in an effort to achieve the best results in teacher professional growth. Effective supervisors have to ensure a constructive atmosphere during the supervisory process, allow teachers to choose the appropriate model or combination of different types, and value the professional dialogue that occurs.

Supervisors can utilize a variety of approaches to evaluate and improve teachers' performance. Along with traditional models of supervision, alternative approaches proved to be very successful in professional growth and development of teachers. The majority of techniques at present can be referred to as collaborative in nature. They emphasize collegiality and mutual help and interaction of teachers eager to instructionally and professionally improve and develop. Collaborative supervision is premised on participation by equals in making instructional decisions (Glickman et al., 1998).

Teacher's level of development must also be considered in order to provide appropriate approaches. Individual professional needs of the teachers should guide the choice of supervisory practices. Beginning and experienced teachers should be treated with the proper approaches. It is supervisor's responsibility to facilitate the professional growth by analyzing needs of each individual through cooperative communication with them. The supervisor's role is to know where teachers are in the continuum of professional development and to provide the right framework and accountability for their growth (Ogden, 1998).

Supervisors and teachers need to work as a team of professionals being conscious of the goal of supervision, which is the improvement of learning and classroom instruction. Supervision has to be the "glue", that holds the school together, that is a joint, collaborative effort between the teachers and supervisors.

The planning and administration of effective staff development programs should be grounded in and guided by research and best practice (Wood & Thompson, 1993). Such a foundation should result in staff development that promotes school improvement, a school climate and culture supportive of change, and individual and institutional professional learning. The instructional supervision of teachers can and should be an important component of an effective, comprehensive teacher professional development program.

## CHAPTER 3

### RESEARCH METHODOLOGY

The purpose of the study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in selected Canadian and Ukrainian high schools. In this chapter, the research design, data collection process, and data analysis procedures are presented.

#### The Study Sample

The target population for this study included all beginning high school teachers in the areas of Saskatoon, Canada, and Chernivtsi, Ukraine. Further study involved interviews with four of the responding teachers in each country. Directors of Education were approached to identify beginning teachers in their jurisdiction and to solicit their permission for the study.

#### Research Design

Exploring a multi-faceted process such as supervision of teachers requires a methodology that is adaptable and sensitive to variables that influence beginning teachers' perceptions of supervisory practices in Ukraine and Canada. It is difficult to fully explore the concept of supervision solely through one research method (Nolan et al., 1993). Therefore, the research design employed both a qualitative and a quantitative method to seek out and describe the teachers' perceptions and preferences regarding supervisory practices.

Quantitative research designs are well suited for identifying general trends in populations (Gall, Borg, & Gall, 1996). Quantitative research can be defined as "inquiry that is grounded in the assumption that features of the social environment constitute an

objective reality that is relatively constant across time and settings. The dominant methodology is to describe and explain features of this reality by collecting numerical data on observable behaviours of samples and by subjecting this data to statistical analysis” (Gall et al., 1996, p. 767). Qualitative inquiry, on the other hand, is a method of research that describes events and occurrences without the use of numbers and investigates the poorly understood territories of human interactions (Glesne, 1999). For Denzin and Lincoln (1994), qualitative research is multimethod in focus, “involving an interpretative, naturalistic approach to its subject matter” (p.2). Qualitative researchers “seek to describe and understand the processes that create the patterns of human terrain” (Glesne, 1999, p. 193), and “study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 1994, p. 2). Given that both quantitative and qualitative types of research are different in nature, the question may arise, whether one approach is better than the other and whether they produce conflicting data. Gall et al. (1996) state, that qualitative and quantitative research can complement each other by playing the respective roles of discovery and confirmation.

### Research Methods

In this research, data were collected through the use of survey and interviews. Surveys and interviews are used extensively in educational research, and typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals (Gall et al., 1996). The survey is more commonly used in quantitative research, because its standardized, highly structured design is compatible with this approach. The interview is more commonly used in qualitative research, because it

permits open-ended exploration of topics and elicits responses that convey unique meaning of the respondents' words (Gall et al., 1996). The use of both of these research methods can ensure the credibility of the obtained results.

### *Survey Methodology*

A survey was used to examine the differences and similarities between the concepts under study in Ukraine and Canada. The general purpose of the survey is to collect data from participants about their characteristics, experiences, and opinions (Gall et al., 1996). The questionnaire, developed by the researcher, was designed as a survey instrument to elicit teachers' points of view and establish a profile of the supervision experiences of beginning high school teachers in both countries (see Appendix A). The work of Dollansky (1997) and Augustyn (2001) on teacher supervision in Saskatchewan schools was considered during the development of the survey. The modifications and additions to the surveys were based on the review of the literature and the specific context of the study.

The survey used in this study was organized into four sections. Section one included teacher's demographic, personal, and contextual data. Section two sought data on teachers' perceptions of actual and ideal supervisory approaches. With each question about various approaches to supervision, a definition of each supervisory practice was included. Section three focused on data related to teachers' reactions to instructional supervision, and section four sought data on the connection of supervision and professional development. The respondents were asked to respond to questions on a five-point Likert scale to indicate their level of agreement with each response. The opportunity for written responses was provided in the last part of the survey, requesting

the respondents to share any other comments with the researcher. Comments were recorded and used to enhance the presentation of data and to complement the discussion of the findings. In order to ensure the confidentiality and anonymity of the respondents the surveys were not coded.

The survey was administered to all beginning teachers presently in their first or second year of teaching in high schools in the area of Saskatoon and Chernivtsi. In Chernivtsi the study was conducted in grades eight to eleven of secondary schools, which is the equivalent of high school grades in Saskatoon. Survey forms in English and Ukrainian were distributed to the participants in Canada and Ukraine. Also, cover letters and return envelopes were sent to the participants with the survey instrument. The survey was anonymous and all information was confidential.

#### *Interview Methodology*

Gall et al. (1996) advised that it is helpful to vary in some way the approach used to generate the findings the researcher intends to corroborate. The use of multiple data-collection methods contribute to the trustworthiness of the data (Glesne, 1999). For that purpose, a second method, namely individual interviews, was employed. The researchers called this process “triangulation” (Gall et al., 1996). It is the process of using multiple data-collection methods, data sources, analysts, or theories to check the validity of research findings. Triangulation helps to eliminate biases that may result from relying exclusively on any one data-collection method, source, analyst or theory. Interviews were used as means to supplement data that have been previously collected by the survey.

A semi-structured interview procedure was used to acquire specific answers to questions referring to teachers’ perceptions and preferences of supervision. This allowed

the researcher to probe into areas on which participants were able to expand their ideas. This qualitative method of data collection allowed the participants freedom to express their ideas about a variety of issues relating to teacher supervision, not addressed or limited in the survey.

To complement the survey data, individual semi-structured interviews were conducted with a sample of four of the responding beginning high schools teachers in each country. Interviews helped to obtain useful information because they presented an opportunity to ask probing questions and capture nuances. Prior to the beginning of an interview, the interviewer had to be clear on the fundamental questions guiding the research and stay focused on them so as not to be sidetracked during the interviewing process. Once the focus has been determined, different categories of questions were selected to acquire a variety of information. The interviewees were chosen by purposive sampling. In order to obtain a better cross-section of opinion in both countries, the participating teachers represented schools with similarly diverse socio-economic backgrounds.

The interviews incorporated open-ended questions, which allowed the participant to derive responses from their own perspective. The questions guiding the interview were developed from the review of literature on supervision and modified according to the specific context of the study. The interview protocol with the list of questions used in the study was developed (see Appendix B).

The interviews were tape-recorded and later transcribed by the researcher. The transcripts were then given to the participants. Participants reviewed the transcripts and

made some corrections, additions, and deletions in the transcript. The transcripts were then returned to the researcher.

A letter requesting permission to conduct the study was sent to the appropriate institutions in Canada and Ukraine. Permission to survey and interview teachers was obtained from the director of the participating school divisions in the area of Saskatoon and the head of Municipal Department of Education in Chernivtsi.

### Validity and Reliability

Validity and reliability are essential to the effectiveness of any data-gathering procedure (Best & Kahn, 1998). Reliability is the degree of consistency that the instrument or procedure demonstrates. Validity is defined as the appropriateness, meaningfulness, and usefulness of specific inferences made from the instrument or procedure results (Gall et al., 1996). As Best and Kahn (1998) stated, reliability is a necessary but not sufficient condition for validity. A test must be reliable for it to be valid, but a test can be reliable and still not be valid.

According to Gall et al. (1996), four procedures exist for demonstrating the validity of the research inferences. This study incorporated the procedures of content and concurrent validity. Content validity refers to the degree to which the scores yielded by a test adequately represent the content or conceptual domain that these scores purport to measure. The claim for content validity was based on the examination of the survey instrument by educational professionals, advisory committee members, and participants of the pilot study.

Researchers (Best & Kahn, 1998; Gall et al., 1996; Glesne, 1999) advocated pre-testing the survey instrument prior to its delivery to the participants. The survey was

piloted with a group of administrators and teachers from Canada and Ukraine, who were not involved in the study. These individuals reviewed the instrument, commented on its appropriateness, and made recommendations for change. Their recommendations and suggestions were taken into consideration, and some modifications were made. The feedback from those most knowledgeable in the area under study helped ensure that the survey measured what it was intended to measure.

Concurrent validity can be defined as the extent to which individual's scores on a new test correspond to their scores on an established test of the same construct, administered before or after the new test. The survey used in this study consisted of the newly designed sections, which were based on the literature review, and sections, that closely paralleled those surveys utilized by Dollansky (1997) and Augustyn (2001).

The reliability of the survey instrument was confirmed by examining the individual test items using the Cronbach's alpha (Gall et al., 1996). In the survey used by Dollansky (1997), Cronbach's alphas indicated that the estimates for the internal consistency of the collected data were considered acceptable for the research.

#### Data Analysis

The data collection techniques presuppose specific data analysis for qualitative and quantitative research methods. Data analysis was performed using the Remark OMR and SPSS computer software packages. Analysis of the data included frequency counts, means, standard deviations, and percentages to summarize items in the survey.

Correlations and one-way analyses of variance (ANOVA) were used to determine statistical significance (Best & Kahn, 1998). Upon completion of the data collection, a comprehensive analysis of teachers' additional comments found at the end of the survey

was performed in order to identify notable themes or ideas (Glesne, 1999). The major themes were coded as they emerged (Miles & Huberman, 1994). They were instrumental in guiding the focus of the interview questions during the second part of the study.

The purpose of the interview data analysis in this study was to draw out the emergent themes and present these in such a manner as to address the research questions. Interview results were grouped according to the emergent themes (Miles & Huberman, 1994). Actual quotes of the interviewees were also used to describe certain points of view.

The data were presented according to the research questions of the study. For each question, quantitative data were first described in table form, following which, a presentation of qualitative data was provided.

#### Ethical Considerations

As this study involved the acquisition of personal information, ethical principles were considered during the data collection process. Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration. Before proceeding with data collection and analysis, approval was sought from the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. Application for permission to conduct the survey and interviews (see Appendix C) was directed to the same committee.

Permission was obtained from the administrative personnel of the participating schools. The participants were informed of the nature and procedures of the study. They were informed that their participation was voluntary and they had the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and

anonymity of the participants, including removal of names and details from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. After the completion of the interviews, participants were given opportunity to review their responses and to make any changes to their statements.

Approval for this study was granted by the University of Saskatchewan Advisory Committee in Behavioural Sciences Research on March 18, 2003 (see Appendix C).

### Summary

This chapter has outlined the general research design for this study and the methods used to collect data. The data were gathered from the beginning high school teachers in Canada and Ukraine. This study consisted of a quantitative survey followed by semi-structured qualitative individual interviews. Theoretical and practical outlines of this type of research have been presented along with the research design, data collection and analysis procedures, and ethical considerations.

## CHAPTER 4

### ANALYSIS OF THE DATA

The purpose of the study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in selected Canadian and Ukrainian high schools.

The following questions served as a guide in this research:

1. What are the perceptions and preferences of Canadian beginning high school teachers regarding the actual and ideal supervisory practices?
2. What are the perceptions and preferences of Ukrainian beginning high school teachers regarding the actual and ideal supervisory practices?
3. What is the perceived relationship between the supervisory practices and teachers' professional development?

In order to pursue the teachers' perceptions of the supervisory process, it was necessary to elaborate on the research questions and to examine the following five aspects relating to teacher supervision: respondents' demographic information, experiences with supervision, supervisory beliefs, perceptions and preferences regarding supervisory practices, and the perceived connection between supervision and professional development.

Summative data collected on the surveys are presented in the tables. A brief discussion follows the results of each table. In each section, survey data are complemented by the qualitative information and actual quotations of the respondents, obtained from the comments section of the survey, encoded as C for the Canadian and U for the Ukrainian respondents, and from the interviews, with CI or UI codes.

### Demographic Information

The surveys were sent to all beginning high school teachers in Saskatoon, Canada, and Chernivtsi, Ukraine. In April, 2003, the surveys were distributed in Canada, and in May the surveys were sent to Ukrainian schools. There were 45 surveys distributed to beginning teachers in 26 high schools in Saskatoon and area. Seven participants returned uncompleted surveys or contacted the researcher, explaining that they were in their first or second year with their school division, but their teaching experience in general was three years or more. Therefore, the percentage of return was based on 38 teachers. Twenty-two usable surveys were returned. This represented 58% of the Canadian teachers' sample. Three surveys were received after the data analysis procedure had been completed and were not included in the analysis. In Ukraine, the surveys were sent to 29 beginning teachers in 20 secondary schools. Twenty-six usable surveys were received by the researcher, which represented 90% of the Ukrainian teachers' sample. The return rate in both countries (70%) was satisfactory for the research purposes. The analysis of the data commenced at the beginning of June, 2003.

Demographic information included gender and years of teaching experience. The demographic data is summarized in Table 1. Of the Canadian respondents, 27% were male, and 73% were female. Thirty-six percent of the respondents were teaching in their first year, whereas 64% had two years of teaching experience. Equal representation of genders was observed among the first year teachers in both countries. Among the second year teachers, 14 % were male, and 86% were female. Of the Ukrainian beginning teachers, only 15% were male, in comparison to 85% who were female teachers. The

proportion of the respondents in their first year of teaching was 46% while 54% of the respondents were in their second year of teaching.

Table 1

*Respondents According to Gender and Years of Experience*

Years of Experience	Male	Female	Total
Canadian teachers			
1	4	4	8
2	2	12	14
Total	6	16	22
Ukrainian teachers			
1	2	10	12
2	2	12	14
Total	4	22	26

### Experience with Supervision

This section discusses the beginning high school teachers' experiences with supervision and evaluation, school policies pertaining to these practices, the general level of satisfaction with supervision, and the respondents' level of satisfaction with how selected supervisory practices were implemented in their schools.

#### *Experiences with the Supervisory Process*

Surveys gathered data on the average time that teachers were supervised, as well as information about the individuals most frequently identified as supervisors. In the surveys, respondents were provided with a definition of supervision to help them clarify this notion. Teacher supervision was defined as a planned developmental process that is intended to support the career-long success and continuing professional growth of each

teacher. In Table 2, the average perceived frequencies for teacher supervision are summarized.

Table 2

*Respondents' Perceptions of the Frequency with Which They Were Supervised*

Frequency	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	N	Percent	N	Percent
5 or more times per year	1	4	8	31
2-4 times per year	14	64	15	58
once per year	7	32	2	7
0 times per year	0	0	1	4

The majority of respondents, both in Canada and Ukraine, indicated that they were supervised 2-4 times per year. Almost one-third of the Ukrainian teachers were supervised five or more times per year, whereas 32% of Canadian teachers were supervised once a year. One teacher among the Ukrainian respondents received no supervision at all.

Supervision of teachers was seen to be conducted by a variety of individuals. Table 3 contains the information about individuals most frequently identified as supervisors involved in observing their teaching. Of the Canadian responses, 37% indicated that teachers were supervised by the superintendent. Responses revealed that 27% of the time teacher supervision was conducted by the vice-principal and 23% by the principal. In comparison, 57% of the Ukrainian responses reported supervision by the vice-principal and 29% by the principal, whereas only 5% indicated supervision by central office administration.

Table 3

*Individuals Most Frequently Identified as Supervisors \**

Individual	Times identified			
	N	Percent	N	Percent
	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
Principal	7	23	12	29
Vice-principal	8	27	24	57
Department head	1	3	4	9
Superintendent/inspector	11	37	2	5
Director	1	3	0	0
Assistant Director	2	7	0	0

\* *Note.* Several items were selected more than once

The following comments and quotations provide an insight into how some respondents felt about the issue of who serves as supervisors. Some of the Ukrainian respondents were concerned that supervision sometimes was conducted by a person who was not a specialist in the teacher's subject area.

Supervision should be conducted not only by school administration, but first of all by a specialist in the subject area of the beginning teacher. (U1)

Supervision should be done systematically by a competent advisor during the year. (U15)

Similarly, the respondents expressed concerns when supervision was conducted by a person who was not familiar with the teacher.

My supervision is conducted by a person who doesn't work in our school. Sometimes I think it would be more beneficial for someone who knows the teacher to perform supervision as well. (C14)

The respondents also felt that supervision of that kind did not promote collaboration among the staff.

### *Evaluation Process*

The average number of times that beginning teachers were evaluated was measured in the survey. Teacher evaluation was defined as a planned, summative process that involved a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time. The average frequency of teacher evaluation per category is summarized in Table 4.

Table 4

#### *Respondents' Perceptions of the Frequency with Which They Are Evaluated*

Frequency	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	N	Percent	N	Percent
5 or more times per year	1	4	4	15
2-4 times per year	7	32	13	50
once per year	12	55	7	27
0 times per year	2	9	2	8

More than half of the respondents from Canada, 55%, were evaluated once per year, in comparison to 27% for the Ukrainian teachers. Nearly two-thirds of the Ukrainian teachers were evaluated more than twice per year, while the Canadian figure was just over one-third.

Evaluation of teachers was conducted by different individuals. The information about individuals most frequently identified as evaluators of respondents' teaching is provided in Table 5. Of the Canadian responses, 44% of the time a principal was mentioned as evaluator, whereas 26% of responses reported that teachers were evaluated by central office administration. Majority of the survey responses from Ukrainian schools indicated that teachers were evaluated by the vice-principal. Twice it was mentioned that

Canadian respondents experienced no evaluation during the period of their teaching within the survey parameters.

Table 5

*Individuals Most Frequently Identified as Evaluators\**

Individual	Times identified			
	N	Percent	N	Percent
	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
Principal	12	44	10	29
Vice-principal	5	18	20	57
Department head	0	0	4	11
Superintendent/inspector	7	26	1	3
Assistant Director	1	4	0	0
Not done	2	8	0	0

\* *Note.* Several items were selected more than once

Describing the evaluation of instruction in the interview, one respondent indicated not being aware of the evaluation:

I never felt that I was evaluated, although I'm sure I was. But it was more like supervising, and just making sure that everything was going on. (CI1)

*School Policies on Supervision*

To determine teachers' perceptions regarding the school supervision policies, respondents were asked to respond to a question that allowed them to acknowledge whether their school policies allowed teachers to choose their type of supervisory approaches. The responses are summarized in Table 6.

Table 6

*Respondents' Perceptions of the School Policies on Supervision*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Mean	SD	Mean	SD
The school policies allow teacher choice of individual type of supervision	2.84	1.167	2.92	1.412

In general, teachers indicated that they could not choose their type of supervision. Mean score of 2.84 for the Canadian respondents showed that on average they disagreed or were neutral about the statement. Responses of the Ukrainian teachers expressed similar level of agreement with this issue.

*Satisfaction with the Process of Supervision*

To examine the level of satisfaction with the quality and amount of supervision, the respondents were asked to respond to two items using a Likert scale that ranged from (1) Not Satisfied to (5) Highly Satisfied. The third question dwelt upon how the experience of supervision met their professional needs as beginning teachers. The means and standard deviations were calculated for each question. The summarized data on general satisfaction with the supervisory process is shown in Table 7.

Responses of the Canadian teachers were represented by the mean score of 4.0, signifying that a majority of respondents were satisfied with the amount of supervision. In comparison, the mean for the Ukrainian respondents was 3.58 with standard deviation at 1.301. Respondents' level of satisfaction with the quality of supervision was represented by the mean of 4.05 for the Canadian teachers, whereas the mean for the Ukrainian teachers was 3.81.

Table 7

*Respondents' Perceptions of their Satisfaction with Supervision*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Mean	SD	Mean	SD
I am satisfied with the amount of supervision	4.00	.926	3.58	1.301
I am satisfied with the quality of supervision	4.05	.785	3.81	1.167
Supervision meets my individual professional needs	3.95	.899	3.54	1.104

Commenting upon the issues of satisfaction, most respondents expressed a high level of overall satisfaction with the type of supervision they received. But, along with the positive comments, several respondents expressed concerns.

There is no supervision as such in my school. (U15)

I would [like to] get supervised and know when to expect it. (C23)

The mean score of the Canadian responses about whether supervision met their needs as professionals was 3.95, in comparison with 3.54 for the Ukrainian respondents. The majority of the respondents agreed with the statement (or expressed a neutral point of view about this issue).

In the comments section of the survey, some respondents expressed positive opinions regarding the issue of how supervision met their professional needs.

I think the supervisory process that I have experienced has met my needs as a beginning teacher. (C5)

However, some of the respondents, in their comments or interviews suggested that they would have benefited more from the supervisory process if their needs for more preparation time, resources, advice, and help were better met.

*Relationship of Quality of Supervision to Perceptions of Actual Practices*

Using the Pearson correlation, teachers' perceptions of the overall quality of supervision were related with their perceptions of actual approaches conducted in their schools, namely: clinical supervision, peer coaching, cognitive coaching, mentoring, self-directed development, portfolios, and professional growth plans. The level of significance was set at 0.05 (two-tailed). A summary of these correlations is provided in Tables 8 (Canada) and 9 (Ukraine).

Table 8

*Relationship of Satisfaction with Quality of Supervision to Supervisory Practices in Canada*

Supervisory Practice	Pearson Correlation	<i>p</i>
Clinical Supervision (Actual)	-.003	.990
Peer Coaching (Actual)	-.056	.806
Cognitive Coaching (Actual)	-.307	.165
Mentoring (Actual)	-.087	.700
Self-Directed Development (Reflective Coaching) (Actual)	.085	.708
Portfolios (Actual)	.055	.812
Professional Growth Plans (Actual)	.317	.150

\*Correlation is significant at the 0.05 level

Among the Canadian responses, no significant correlations between perceived satisfaction with the quality of supervision and the provision of supervisory practices were observed. Among the Ukrainian respondents, several significant correlations were evident. Teachers were more satisfied with the quality of supervision when they

experienced more frequent use of clinical supervision ( $p=.003$ ) and cognitive coaching ( $p=.000$ ).

Table 9

*Relationship of Satisfaction with Quality of Supervision to Supervisory Practices in Ukraine*

Supervisory Practice	Pearson Correlation	<i>p</i>
Clinical Supervision (Actual)	.558*	.003
Peer Coaching (Actual)	.150	.474
Cognitive Coaching (Actual)	.641*	.000
Mentoring (Actual)	.284	.169
Self-Development (Reflective Coaching) (Actual)	-.067	.749
Portfolios (Actual)	.274	.175
Professional Growth Plans (Actual)	.012	.952

\*Correlation is significant at the 0.05 level

### Supervisory Perceptions and Beliefs

This section deals with the supervisory beliefs of the respondents regarding the importance of supervision, their perceptions of the frequency and the adequacy of the amount of time for supervision, and their beliefs regarding the supervisory process. Also the perceived relationship of quality of supervision to supervisory beliefs is described.

#### *Importance of Supervision*

The respondents were asked to describe their perceptions of the importance of supervision, using a Likert scale that ranged from (1) Not Important to (5) Very Important. The results of the responses are provided in Table 10.

The mean scores for the Canadian and Ukrainian respondents were very similar, 4.45 and 4.46, respectively. The mean scores indicated that the majority of the responding teachers considered supervision to be very important. Standard deviations of .671 for the Canadian teachers and .706 for the Ukrainian teachers suggested a fairly consistent response on this question.

Table 10

*Respondents' Perceptions of the Importance of Supervision*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Mean	SD	Mean	SD
Importance of supervision	4.45	.671	4.46	.706

In the comments section of the survey and interviews, respondents expanded on the notion of the importance of supervision. Some of the teachers stated that supervision is very important, because it improves instruction and helps make children more motivated, and lessons more interesting and productive. It was seen as pivotal to the development of the teacher. Supervision helps teachers to reach their potential. Also, it was noted that when teachers are supervised, they work and prepare for classes better than when they are not supervised.

*Perceptions Regarding the Frequency of Supervision*

The respondents were asked how often beginning teachers should be supervised. Choices were given ranging from “0 times per year” to “5 or more times per year”. The results are displayed in Table 11.

About 60% of the respondents chose 2-4 times as the preferred frequency. Over 30% of the beginning teachers in each country selected 5 or more times as the second most preferred frequency. No teachers chose 0 times as the preferred frequency.

Table 11

*Respondents' Perceptions of the Frequency with Which Beginning Teachers Should Be Supervised*

Frequency	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	N	Percent	N	Percent
5 or more times per year	7	32	9	34
2-4 times per year	14	64	15	58
once per year	1	4	2	8
0 times per year	0	0	0	0

In their comments about the frequency of supervision, respondents expressed a variety of viewpoints. Some of the Canadian and Ukrainian teachers stated that supervision they received was not enough and should be more frequent.

Beginning teachers should be supervised more regularly so it is more natural, than once or twice a year. (C10)

[Should be conducted] more often and by more people to produce a diverse evaluation and a broader range of practice to improve with. (C12)

Supervision should be systematic, e.g. 2 times per quarter. (U7)

Visit classes more often, make detailed analysis of the lesson. (U18)

I would have liked more. I should say I would have benefited from more. Like I said, having anyone observe you or supervise you makes you nervous; it stresses you out. But I think the benefits outweigh the negatives. Earlier in the year it would have been very helpful to have more supervision, because as a starting teacher, you need other people to comment on what you're doing. (C14)

Despite the expressed necessity for more supervision, some of the respondents were content with the frequency of supervision done in their schools.

In the last 2 years I have been supervised 3 times per year, which I think is adequate. (C5)

I'm satisfied, because supervision is held regularly. At least two times a year, sometimes four or more, if it is an "open lesson". It's not bad, though it could have

been more often, when we had quarters, not semesters. But it depends on how you did in your previous lesson. If you had difficulties at your previous one, supervisor would come more often. (UI2)

Actual supervisory practices were considered satisfactory by several other interview participants.

Teachers were asked to describe their perceptions on what they considered the optimum amount of supervision required for the beginning teachers experiencing difficulties. The data are summarized in Table 12.

Approximately 80 % of the Canadian and Ukrainian respondents believed that supervision of beginning teachers experiencing difficulties should be conducted 5 or more times per year. None of the respondents agreed that supervision of these people should be conducted once or 0 times per year.

Table 12

*Respondents' Perceptions of the Frequency with Which Beginning Teachers Experiencing Difficulties Should Be Supervised*

Frequency	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	N	Percent	N	Percent
5 or more times per year	17	77	21	81
2-4 times per year	5	23	5	19
once per year	0	0	0	0
0 times per year	0	0	0	0

In their comments, the respondents identified the need for more supervision of teachers experiencing difficulties. They also expanded on the supervisory process for such teachers.

Not only vice-principal or inspector should visit these lessons, but also colleagues that can give advice. They should be willing to do that. (U22)

If a teacher has difficulties, supervisor first of all needs to determine the problem, give advice as for the solution, and advise them to visit classes of their colleagues. (U25)

Plans should be used, give them improvement ideas and monitor them again after it has been put into place. (C20)

Struggling teachers benefit from role models and hands-on help – assist these teachers in real ways that give them the tools and system to succeed. (C3)

It was also suggested to use a “how to” approach, rather than “this is wrong”, and assist them in their teaching to do it right.

The respondents were asked to choose an approximate length of time a supervisor should spend working with a teacher per visit. Seventy-seven percent of the respondents in Ukraine and Canada identified that supervisors should spend one full class period observing the teacher. Some respondents seemed to want supervisors to observe more than one full class period. Two of the Canadian respondents stated that they would like to be supervised only for a half class period. The findings are summarized in Table 13.

Table 13

*Respondents' Perceptions of the Time a Supervisor Should Spend in the Classroom*

Time	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	N	Percent	N	Percent
More than a full class period	3	14	6	23
One full class period	17	77	20	77
One half class period	2	9	0	0
One quarter class period or less	0	0	0	0

*Beliefs Regarding the Supervisory Process*

Teachers were asked about their beliefs regarding the supervisory process conducted in their schools. Eleven items were included in the section, with mean scores

and standard deviations calculated for each response. A summary of these perceptions is presented in Table 14.

Table 14

*Respondents' Beliefs Regarding the Supervisory Process*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Mean	SD	Mean	SD
I am convinced of the need for instructional supervision.	4.27	.631	4.27	.533
Every teacher can benefit from instructional supervision.	4.41	.666	4.12	.653
Supervision should be a collaborative effort between teacher and supervisor.	4.45	.800	4.65	.562
Supervision should promote professional growth among the teachers.	4.68	.477	4.62	.571
Supervision should promote trust among the teachers.	4.45	.671	4.38	.752
Supervisory choices should be available to beginning teachers.	4.18	.795	4.27	.962
Beginning teachers receive adequate supervision.	3.45	1.057	3.32	.945
Time should be given to the implementation of any instructional supervision method.	4.00	.690	3.88	.666
Teachers should be involved in the planning of the supervisory process prior to supervision.	4.05	.899	4.04	.916
Supervisory practices should consider the developmental stages of individual teachers.	4.32	.839	4.35	.689
Supervision should focus on the needs of the teacher	4.41	.734	4.31	.736

Most teachers were convinced of the need for instructional supervision. The mean score was 4.27 for the Ukrainian and Canadian respondents. The level of agreement with the statement that every teacher can benefit from supervision was also very high, 4.41 and 4.12 for the Canadian and Ukrainian teachers respectively. Commenting on these issues, teachers emphasized the need for teacher supervision.

Teachers should be demanding of others and themselves. Supervision stimulates teaching, lesson preparation, and fosters professional development. (U5)

Regular visits to the same class or unit to see continuity and variety in teaching methods and day to day interactions (on both good and bad days!) (C17)

I believe that teaching depends on lesson planning and preparation, and supervision helps to prepare for classes. It's really necessary. ...I think supervision stimulated teachers to work. (U12)

One respondent recognized the need for supervision, but did not like its process.

Personally, even though I know it is necessary (or believe it to be), I don't like it. It stresses me out, I want to feel supported and encouraged and not made to feel incompetent or inferior because I don't have it all "together". (C6).

One interviewee stated that teachers should not be afraid of supervision and remember that they are not working for the supervisor, but for the children, to give them knowledge.

Respondents were asked to express their opinions about the collaboration in the supervision process. The mean scores of 4.45 and 4.65 signified that teachers strongly agreed that supervision should be a collaborative effort between the teacher and supervisor.

Most comments regarding relationships between the teacher and supervisor stressed the necessity of trust, support, advice, and help. Typical comments representing this view were as follows:

It's very important to have a friendly and collaborative relationship between the teacher and supervisor. (U22)

It should be in the form of collaboration for the beginning teachers. Its goal should be not to find the faults in the process of teaching, but ways to improve it, and give advice that would help teacher to avoid them in the future. (U1)

The school division I work for does a great job – they have the attitude that they trust their teachers and are not “checking” upon them, but are trying to support them and help the teacher to self-reflect to become better. (C6)

Beginning teacher need a lot of feedback – both positive and constructive – in order to support their own constant personal reflections of classes. (C17)

Respondents also suggested that supervision can be more informal. Some of the interviewees indicated that there should be less formal supervision during the first two years in order to make it beneficial for the beginning teachers:

Less formal, more sharing sessions of ideas and strategies. (C20)

Greater focus on teaching and feedback, rather than checking up for the downtown. (C16)

Increased feedback, less of an absolutist approach and more of a mentoring or sharing program. (C19)

I’m thinking the teaching environment is formal enough. I’m thinking the teaching environment needs to be relaxed, and needs to give opportunities for students to buy into what the teachers are doing, and the teachers to buy into what the division is asking for. I’m thinking if they go and make things too formal, then everything gets kind of stuffy. And I’m pretty sure the amount of growth opportunities are going to come way down, if they make it too formal. (CI2)

So if they did come casually, informally into the class, and just watched, and said the odd comment about what they saw, that would be helpful. I also know that some teachers would respond very well to that, because they feel they’re being criticized all the time, and they don’t want that really in the classroom. (CI3)

Informal supervision in the form of support, according to the respondents, was considered to be the necessity for beginning teachers. It may help them establish their comfort zone and relationships build on trust and respect.

Teachers were asked to respond to whether supervision should promote professional growth among the teachers. The mean of 4.68 and 4.62 for the Canadian and Ukrainian teachers respectively, showed a very high degree of agreement with the statement. Standard deviations of .477 and .571 signified that almost all the teachers strongly agreed.

Comments regarding the professional growth as a result of supervision dwelt upon the guidance of supervisors and teachers' willingness to grow.

Teachers should have goals for improvement and should be pointed in the right direction by supervisors. They need the tools and encouragement to effectively meet those goals. (C13)

Effective suggestions must be made in the supervisory process in order to enhance professional growth. (C11)

Supervision should foster professional development of teachers, but shouldn't kill the willingness to work and improve. (U16)

The notions of fear of supervision and stress were mentioned by several respondents.

Supervision should stimulate teachers to professional development. Supervision should be in the form of help and advice. Teachers shouldn't be afraid of supervision, but accept it as something normal, necessary. (U7)

It's so in our schools that the more we are supervised, the better we work and prepare for classes. But this happens because of the fear of supervision. I suppose, supervision should not be scary, but rather helpful, supportive, positive in feedback, stimulating, and up-to-date. (U25)

It [supervision] must ease stress and facilitate growth. It shouldn't become a burdensome activity that adds to the stress of the job. (C3)

Because first-year teachers are most often on temporary contract, they want to make a good impression, so they try to get involved in a lot of things... But you throw everything that you do on top of your teaching assignments, and it adds stress. I guess more supervision might help administrators to get a good idea of how that person actually teaches, but all those extra involvement things... Maybe a starting teacher should be discouraged from actually doing those things, because though

they can be fun, and they're good for relationships, they add stress, and in your first year of teaching, there's enough stress just with the teaching assignments. So, I think as much as possible, for administrators and schools to help relax the environment for beginning teachers. (CI4)

The concerns about stress were considered to be caused by the work overload and survival nature of the initial period of teaching.

For the Ukrainian respondents, the mean score of 4.38 expressed their strong agreement that supervision should promote trust among teachers. The Canadian respondents expressed a similar level of agreement. Commenting on the issue, some of the respondents mentioned that supervision must be conducted by skilled master teachers who can be trusted and respected.

Most of the Canadian and Ukrainian respondents agreed or strongly agreed that supervisory choices should be available to beginning teachers. Mean scores were 4.18 and 4.27, indicating "Agree". In their comments, respondents expressed concern, that they are not given choice in supervisory practices.

Supervisors have to pay more attention to the supervisory process. It would be better if all mentioned types of supervision would be used. But there is not enough time in reality. (U5)

Beginning teachers should participate in staff meetings, and have a choice in supervisory approaches and professional development activities. (U17)

Similarly, in their interviews, both Canadian and Ukrainian respondents agreed that choice has not been available, and they wished they were allowed to choose between different supervisory practices. However, some interviewees mentioned that almost all types of supervision are there to choose from, but beginning teachers are not aware of this fact. They also suggested, that the school policies should make some supervisory approaches obligatory, and some optional for the beginning teachers.

The statement that beginning teachers receive adequate supervision was moderately agreed upon by respondents. The mean score of 3.45 showed that the Canadian teachers agreed or were neutral about this issue. For the Ukrainian respondents, the mean of 3.32 indicated that most of the teachers expressed neutral point of view.

The majority of the Canadian respondents agreed that time should be given to the implementation of any instructional supervision method, which was supported by a mean of 4.0. A mean of 3.88 shows that, on average, the Ukrainian teachers also agreed with this statement.

The issue of time was widely discussed in the comments section and interviews. In general, the respondents were concerned that there was not enough time for administrators to conduct supervision of the beginning teachers. Similarly, teachers lacked time to collaborate with other teachers in the staff. There was not enough time for teachers to reflect about their own teaching and adequately assess their performance. Beginning teachers were overloaded with extracurricular activities and required more preparation time. Typical comments representing these views were as follows:

When I do have a problem with a student or with classroom management or whatever the case may be, I like to be able to go to someone and say, "Here's my problem. Here's what's going on. Do you have any advice? What can you tell me?" I know that they [administration] are very willing to do that, but because they are so busy, it's hard to find time, and sometimes I feel like a bit of a burden, if I'm going at the end of the day, and they've had a long day, and they have another meeting after the school day's done, so to an extent, I definitely feel that they're a little bit unapproachable. (CI4)

Lack of time is a negative sign, you never have time to go to meetings, listen to what is going on there. On the other hand, lack of time shows that a person is occupied with something. And if a person likes the job, he/she will start seeking for something, how to improve the level of teaching. But lack of time causes many problems nowadays. (UI1)

I think there are options where I can go in and observe other classes and teachers, but it's difficult to get the time. Not through administration, but through what you're doing in class. (C11)

Your survey was talking about mentorship, and I know some of the teachers have talked about that. "Would you like to line up a mentor?" I think some of the ideas are there, but hasn't actually ever happened. There are just time restraints on that stuff. (C13)

One of the interviewees indicated that teachers had some ideas about participating in different supervisory practices, but it has not actually happened because of time restraints.

Respondents were asked whether teachers should be involved in the planning of the supervisory process prior to supervision. The mean scores of 4.05 and 4.04 showed that the respondents in both countries agreed with the statement. This issue was widely described in the comments section and discussed in the interviews. Teachers identified that they require more pre-conferencing and pre-planning before supervision. The main statements and comments were as follows:

Supervisors need to tell the beginning teachers about coming supervision, after which there should be a positive feedback and constructive analysis of the mistakes. (U20)

[It's better] when supervision is pre-planned, and teacher knows the goal and schedule of supervision. (U12)

More time in pre-conferencing and post-conferencing. (C10)

More notice, so that it is not such a stressful encounter. (C18)

In the interviews, a number of Ukrainian respondents expressed concern about the lack of preplanning as a negative characteristic of supervision.

Maybe [negative is] the fact that they do not tell you beforehand about supervision. It's the suddenness, you never know who and when to expect. You feel a little nervous and worried. Sometimes, a teacher can be unprepared only for one class in

the semester and vice-principal can come to observe that particular class. And the impression will be negative. (UI2)

The only suggestion is to have pre-planning in supervision. Because administration usually is not familiar with the subject ... it's better to let teachers know beforehand. We know that these people perceive by eyesight, and not the subject presented at the lesson. They accept everything visually without getting the gist of a problem. (UI3)

No, we don't have any pre-conferences. We discussed this at the staff meetings a few times, to have a schedule of when and who will come to your class and supervise. It's not to show off, but when the supervisor meets me in the hall five minutes before class, and says that he's going to be in my class, it's very hard psychologically. First of all, because you are worried a bit, and you know, you want to show your good sides in class. (UI4)

However, some respondents expressed an opposite point of view. They stated that beginning teachers need supervision that is regular and planned, as well as impromptu visits.

Supervision shouldn't be systematic. Visit classes without notice and check teacher's notes. (U16)

I think the supervisors should come without notice, to observe and analyze a regular class in school, because "open lessons" are a show-off. (U25)

The unplanned visits were considered by the respondents to be the ones that showed the way the classroom was truly running, kept teachers in the state of waiting, and stimulated them to improve.

Most of the respondents in Canada and Ukraine agreed or strongly agreed to the statement that supervisory practices should consider the developmental stages of individual teachers. Their level of agreement is identified by the mean scores of 4.32 and 4.35 respectively. In their comments about these issues, the respondents emphasized the following:

No pre-made forms or requirements to check off. Supervision should be tailored to the individual teacher based on areas of strengths and weaknesses. (C2)

Non-traditional methods of teaching and individual approach to every student should be supported. My individuality and possibilities should be considered. (U20)

Furthermore, respondents were asked to dwell upon the perceived difference in supervision of beginning teachers and more experienced teachers.

Teacher's profession requires constant growth. Every phase of pedagogical experience requires particular evaluation criteria. Respectively, supervision should be less strict for beginning teachers. As for the experienced teachers, it should be completely opposite. (U16)

Beginning teachers need evaluation strategies, "tricks" of the trade/discipline and management guidance - they need surviving. Experience teachers need guidance on how to grow and develop the lessons they've established. (C3)

Don't "nick-pick" on finer details, but focus on the main, most important things, as a beginning teacher is just trying to survive, and make it through each day. (C6)

Several respondents expressed that there should be no difference in supervision of the beginning and experienced teachers.

I'm not sure it should differ – are the criteria for all teachers not the same? (C11)

I don't think supervision should differ, but on the contrary, beginning teachers should supervise more experienced ones! (U15)

Experienced and beginning teacher require similar supervision. I think the difference would be in the time spent with each – beginning teachers may benefit from more scheduled times. (C4)

The respondents also indicated that beginning teachers should have more supervision experiences, but expectations should be the same for all the teachers.

High levels of agreement, with mean scores of 4.41 for the Canadian and 4.31 for the Ukrainian respondents, was observed regarding their perceptions of whether supervision should focus on the needs of individual teachers. The scores and standard deviations signified that the majority of teachers agreed with the statement.

The process of supervision should be planned together with the teacher, taking into consideration individual needs. (U6)

Specific plans as opposed to general feedback. (C18)

The most frequently mentioned needs of the novice teachers were resources and support.

Beginning teachers should be asked how they are doing in terms of stress levels, relationships with students, parents, and staff. They should also be asked what they need in terms of tools and support. (C13)

More support in terms of resources. I'm happy with my supervisor, but why not bring in some resources or programs that would develop me as a teacher or in my subject areas. (C19)

Check if they [teachers] are provided with the necessary resources. (U20)

Being a first-year and second-year teacher, you never have enough resources. The more resources you have, the more you can pull out from and use. (C13)

The beginning teachers concluded that they always welcomed more resources which would improve not only their teaching, but also students' learning.

#### *Relationship of Perceived Quality of Supervision to Supervisory Beliefs*

Additional analysis was conducted to investigate the relationship of satisfaction with the quality of supervision to supervisory beliefs. The data is presented in Table 15. For the Canadian respondents, significant correlations between the satisfaction with the quality of supervision and supervisory beliefs were observed in three items. The same correlations appeared to be significant for the Ukrainian respondents. Teachers' satisfaction with the quality of supervision increased when it was conducted more frequently. They were also satisfied with supervision when it met their professional needs. Beginning teachers would be more satisfied with the quality of supervision if they were allowed to choose their individual types of supervisory practices.

Table 15

*Relationship of Satisfaction with Quality of Supervision to Supervisory Beliefs in Canada and Ukraine*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Pearson Correlation	<i>p</i>	Pearson Correlation	<i>p</i>
Importance of supervision.	-.041	.856	.258	.204
I am satisfied with the amount of supervision being provided in my school.	.589*	.004	.655*	.000
The supervision I receive meets my individual professional needs.	.610*	.003	.580*	.002
The school policies allow me to choose my type of supervision.	.466*	.044	.618*	.001
I am convinced of the need for instructional supervision.	.070	.757	.215	.292
Every teacher can benefit from instructional supervision.	-.037	.869	.188	.358
Supervision should be a collaborative effort between teacher and supervisor.	-.186	.407	-.106	.607
Supervision should promote professional growth among the teachers.	-.087	.701	.125	.544
Supervision should promote trust among the teachers.	-.403	.063	.133	.517
Supervisory choices should be available to beginning teachers.	-.319	.148	-.059	.775
Beginning teachers receive adequate supervision.	.089	.695	.489*	.013
Time should be given to the implementation of any instructional supervision method.	.176	.434	.391	.053
Teachers should be involved in the planning of the supervisory process prior to supervision.	-.071	.755	.120	.561
Supervisory practices should consider the developmental stages of individual teachers.	.122	.590	-.113	.583
Supervision should focus on the needs of the teacher.	.049	.829	-.068	.741

\*Correlation is significant at the 0.05 level

Of the Ukrainian responses, another significant correlation was observed. Beginning teachers were satisfied with the quality of supervisory practices when they received adequate supervision in their schools.

Analyzing the results, two other correlations may be described as significant. The Canadian respondents were convinced that they would perceive supervision better if it promoted trust among the staff. The Ukrainian respondents' level of satisfaction with quality of supervision seemed to be closely related to the issue of time given to the implementation of any instructional supervision method.

#### Perceptions and Preferences: Actual and Ideal Practices

This section discusses the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching or self-directed development, portfolios, and professional growth plans. Mean scores and standard deviations were calculated for the actual and ideal frequencies of supervisory practices. Furthermore, a one-way analysis of variance (ANOVA) was conducted to determine the extent to which significant differences existed between the categories of actual and ideal amount of time for each supervisory approach. The probability level was set at .05 (two-tailed). Table 16 summarizes the results for the Canadian respondents.

Significant differences were found between the actual and ideal frequency of the use of reflective coaching and professional growth plans. Teachers would like to see a more frequent use of peer coaching as the type of supervision in their schools. Similarly, a significant difference was observed among the Canadian respondents with regard to the use of clinical supervision in schools. There were no significant differences found

between the actual and ideal frequency of the use of cognitive coaching, mentoring, and portfolios.

Table 16

*Canadian Respondents' Perceptions of Real and Ideal Frequency of the Use of Selected Supervisory Practices (N=22)*

Supervisory Practice	Real		Ideal		F	p
	Mean	SD	Mean	SD		
Clinical Supervision	3.05	.999	3.68	.945	2.981	.059
Peer Coaching	2.09	1.192	3.55	1.011	3.621	.026*
Cognitive Coaching	2.59	.908	3.18	.773	.324	.808
Mentoring	2.68	1.171	3.68	.995	1.523	.240
Self-Development (Reflective Coaching)	3.59	1.008	3.86	1.125	9.040	.000*
Portfolios	2.19	1.167	3.23	1.193	1.311	.308
Professional Growth Plans	3.32	1.086	3.77	.869	16.693	.000*

\* $p \leq .05$

The Ukrainian responses regarding the actual and ideal use of selected supervisory approaches are presented in Table 17. Teachers regarded the use of self-reflection supervisory practices as insufficient. There was a significant difference found between the frequency of reflective coaching conducted in their schools and how often respondents would like to experience it. Similarly, the perceived ideal frequency of the use of portfolios as the type of supervision was significantly different from its actual implementation in the schools. The responses also identified that a more frequent use of mentoring would be beneficial for the teachers. Teachers considered the frequency of the

use of clinical supervision, peer coaching, cognitive coaching, and professional growth plans as satisfactory.

Table 17

*Ukrainian Respondents' Perceptions of Real and Ideal Frequency of the Use of Selected Supervisory Practices (N=26)*

Supervisory Practice	Real		Ideal		F	p
	Mean	SD	Mean	SD		
Clinical Supervision	2.96	1.216	3.71	.955	1.591	.223
Peer Coaching	2.16	.943	3.64	.860	.868	.474
Cognitive Coaching	2.12	.993	3.29	1.042	1.271	.316
Mentoring	3.60	.957	4.36	.952	2.540	.085
Self-Development (Reflective Coaching)	4.04	.935	4.21	1.103	3.520	.027*
Portfolios	3.62	1.134	3.79	1.179	18.093	.000*
Professional Growth Plans	3.31	1.490	3.75	1.260	1.259	.321

\* $p \leq .05$

In their comments regarding actual and ideal approaches to supervision, the majority of respondents emphasized a more frequent use of several supervisory practices. The most frequently mentioned was mentoring. Beginning teachers wanted to receive advice, help, and support from more experienced teachers. Team approaches, such as peer coaching and cognitive coaching, were indicated as very useful and necessary practices for the beginning teachers. Some of the Ukrainian respondents mentioned a more frequent use of clinical supervision as the means to improve teachers' performance. The following quotes describe their thoughts:

Supervision should be regular, and mentoring should be used more often. (U18)

It can be collegial, cognitive, and mentoring supervision. (U22)

Supervision should be used as a mentorship tool. It should be a collaborative effort with administration for success. (C2)

Mentoring – this type of supervision is less intimidating for beginning teachers. The experience older teachers have with class discipline may help resolve the problems the new teacher is experiencing. (C4)

It should be more up-to-date and more cognitive in approach. (U21)

I like the idea of a team approach, using some mentors not in a superior position. (C22)

As a beginning teacher I feel I would have benefited from supervision in the form of peer coaching or mentoring. The forms of supervision I was aware of were the cognitive coaching and that of an evaluative type. (C4)

Similar responses were observed in the interviews.

Give us more opportunity to work with our colleagues. That would be one. Another one would be peer coaching, or peer teaching. If they paired me up with an older teacher, I would learn so much more from them. I learn a lot from trying things, and learning from my mistakes and successes, but I would learn so much more from watching somebody else. I'd have more experience. (C11)

I think peer coaching is very effective, and also, mentoring. I think so, because they are based on using more experienced people to share their knowledge with the beginning teachers to improve their teaching. (UI4)

I would like to have the opportunity to go into other teacher's classrooms, myself. You get the opportunity of watching other teachers in university, and I think that's something that is missing. As a beginning teacher, I would have liked to have seen how the teachers teach, because it's easy to get into a rut and just teach my style all the time. (CI4)

I see there's validity in the peer system, and I see there are a couple people on the staff, who have kind of adopted a newer teacher, and they've given a lot of help that way, and that's the informal peer system. (CI3)

Mentorship: to have teachers to talk to, though they are always ready to help. Visit others' lessons. Beginning teachers usually have spares, so that they can go to somebody's class to observe. (UI1)

The most effective will be cognitive coaching, followed by peer coaching as the final phase. (UI3)

Several Ukrainian interviewees considered clinical supervision as a necessary process to keep teachers accountable for their teaching. They also expressed the need for a pre-conference as the requirement for an effective process of clinical supervision. The Canadian respondents mentioned self-reflection as effective type of supervision that needed to be conducted with the beginning teachers. Reflection was considered to be important for novice teachers who want to improve their performance and constantly develop. Professional growth plans and portfolios were regarded as obligatory activities for teachers in their first two year of instruction.

### Supervision and Professional Development

This section deals with the respondents' perceptions regarding the connection between instructional supervision and professional development. Also, their perceived relationship of satisfaction with the quality of supervision to professional development is discussed.

#### *Connection between Supervision and Professional Development*

Teachers were asked to respond to the statements intended to elicit their perceptions of the connection between supervisory practices and professional development. Mean scores and standard deviations were calculated. The results are presented in Table 18.

In their answers to the first statement, most of the Canadian respondents were fairly neutral about the clear connection between supervision and professional development. A mean score of 3.59 tends to support this point. The Ukrainian respondents showed higher levels of agreement with a mean score of 3.92 and standard deviation of .997.

Table 18

*Respondents' Perceptions of the Relationship between Supervision and Professional Development*

Perception	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Mean	SD	Mean	SD
There is a clear connection between supervision and professional development.	3.59	1.182	3.92	.997
Supervisors have the knowledge and ability to select professional activities for teachers.	3.18	.958	3.40	1.080
Beginning teachers participate in professional development activities as a result of supervision.	2.55	.912	3.36	.810
Supervision contributes to the professional development of teachers.	4.00	.873	4.04	.676
Professional development opportunities should be chosen by the teacher.	4.18	.853	4.24	.663
My classroom instruction has improved as a result of supervision.	3.64	.848	3.84	.800

In their comments, the majority of respondents stated that there is a direct connection between supervision and professional development. Some respondents mentioned that supervision observation may lead to professional development ideas, but not necessarily. Some of the statements were as follows:

Direct – the more effective supervision, the higher the professional development.

(U20)

Very close connection, but professional development should increase no matter how strict supervision is. (U21)

Professional development is a partial result of supervision. They should tie into each other. (C2)

They should be connected so that one can learn what areas to develop more. (C23)

It could be one in the same (in fact the term supervision should be reconsidered – it makes people feel nervous) under the microscope – that shouldn't be the point – the time spent observing and reflecting should be more about growth than evaluation. (C3)

Only if they make it that; if the teacher and the supervisor make that a priority. I don't think it has to be; I don't think it has to be a direct connection. If they decide that somebody needs some work, and together they can decide what type of programs are available for them to utilize, then sure, but I don't think it has to be a direct connection. (CI2)

In general, the Ukrainian respondents perceived supervision as more purposeful and directly related to professional development than their Canadian colleagues.

A mean score of 3.18 for the Canadian respondents and 3.40 for the Ukrainian respondents signified that teachers were fairly neutral regarding the statement that supervisors have the knowledge to select professional activities for teachers. In their comments, the respondents mentioned the following issues:

Supervisors need to have enough knowledge in the subject area, take into consideration teacher's professional level, and be as an advisor, helper, but not a "supervisor-snoopervisor". (U6)

I think, the more effective is the supervision, the more interesting stuff supervisor can offer the teacher, the higher will be teacher's experience, and professional development will improve. (U25)

Have the supervisor model the method where possible (if they know how!). (C19)

Supervisors lack time/expertise to direct those under them to professional development opportunities. (C19)

One of the interviewees, whose subject area was very specific, identified that instructional supervision was conducted by individuals that had no experience and knowledge to provide effective feedback.

They don't have the knowledge base to give me a lot of criticism, not so much criticism, but constructive help. (C11)

Responses to the third statement indicated that the Canadian respondents felt the majority of beginning teachers did not participate in professional development activities as a result of supervision. In fact, a mean score of 2.55 signified that the respondents mostly disagreed or were neutral about the statement. The mean score for the Ukrainian respondents was 3.36. In the comments, one of the respondents identified that as a beginning teacher she wanted to participate in professional development activities, but was refused by administration. Other respondents stated that they would like more activities to be offered, but ultimately it is a teacher's decision to participate.

Most of the respondents agreed that supervision contributes to the professional development of teachers. In fact, the mean scores and standard deviations identified that the majority of the respondents did indeed agree with the statement. Some of the comments provided the following information:

Professional development, as I see it, is the opportunity to gain more knowledge in what you lack. By gaining more knowledge, I become a better teacher. (C15)

Supervision can be a guide for PD choices. It can help identify needs and PD may follow to meet them. (C21)

Supervision should develop teaching activity and help be more confident and at ease in class. Supervision as criticism should consider teacher's psychological characteristics. (U14)

Professional development should be the result of positive feedback after supervision. (U1)

The responses indicated that most of the participants agreed or strongly agreed with the statement that beginning teachers should have the opportunity to choose their professional development activities. In the comments section, several respondents stated the following:

Supervision would be more effective for me if I had the choice in supervisory approaches and professional development activities. I wish PD activities were held at the appropriate level, but not just for a check mark. But the most important is collaboration and trust between the supervisor and teacher. (U6)

Depends on opportunities for PD programs. The teacher and supervisor could discuss options available. (C22)

Several of the respondents indicated the need for a purposeful professional development aimed at the individual needs of teachers. They were concerned about the lack of professional development activities within certain subject area.

We always have professional development days, but they don't really help me in my subject matter. They help me in certain things like class discipline, or helping special needs students, and that sort of thing, because I do need that as well. We have that every once in a while, we have professional development days. (C11)

I think they provide enough opportunities; sometimes I think the focus of those opportunities is not right. It seems to me that schools and divisions have a desire for all of the staff to learn the same thing, at the same time. There's this new idea that everyone should get on board, everyone should do these things. Like with the teaching style, any general principle isn't going to work for every teacher. So widespread ideas are sometimes, not a waste, but I don't think they should try to present them to the entire division or the entire school all at once, and try to force, or strongly encourage everyone to incorporate those things. Suggest them, present them, but maybe provide opportunities for those who are really interested, who really believe that they benefit from that, whose personal styles would work well with those ideas; those people to go towards those opportunities and then provide different types of things for different types of teachers. I think there's enough, but I think there should be multiple directions going at once, rather than taking the lateral objective or idea. (C14)

Choosing the professional development activities seemed to be dependent not only on the availability of various opportunities, but also financial support. Several

respondents stated that they had opportunities to participate in conferences and workshops, but lack sufficient financial support from school administration.

With limited budgets, professional development is often an early casualty. (C19)

All the other teachers on the staff having been fighting for the money that we spend on professional development, but I don't think that I've earned my do's yet, I guess. ... I've been to a couple, but none of the really interesting ones that there's money set aside for. There's not a lot of professional development money to begin with, so I don't really touch that stuff. (CI3)

The majority of respondents agreed or expressed a neutral point of view about the fact that their classroom instruction improved as a result of supervision. The mean score was 3.64 for the Canadian respondents, while Ukrainian responses displayed a mean of 3.84.

#### *Relationship between Satisfaction and Perceptions of Professional Development*

To determine the perceived influence of the quality of supervision on the professional development, additional Pearson correlations were conducted. Teachers' satisfaction with the quality of supervisory practices was correlated with their perceptions and beliefs about the connection of supervision and professional development. The level of significance was set at 0.05 (two-tailed). The summary is given in Tables 19.

Among the Canadian respondents, there was a significant correlation found between satisfaction with the quality of supervision and perceptions of the connection between supervision and professional development. In other words, they were satisfied with the supervision conducted in their schools when they saw it supported by further professional development activities. Similarly, the respondents indicated they would be more satisfied with supervision if it contributed to their professional growth and development. There were no significant correlations found in the responses of the Ukrainian beginning

teachers, suggesting that their satisfaction with the quality of supervision was not influenced by the perceptions of professional development.

Table 19

*Relationship of Satisfaction with Quality of Supervision to Perceptions of Professional Development*

Item	Canadian teachers (N=22)		Ukrainian teachers (N=26)	
	Pearson Correlation	<i>p</i>	Pearson Correlation	<i>p</i>
There is a clear connection between supervision and professional development.	.431*	.045	-.089	.672
Supervisors have the knowledge and ability to select professional activities for teachers.	.368	.092	.013	.950
Beginning teachers participate in professional development activities as a result of supervision.	.296	.181	.228	.273
Supervision contributes to the professional development of teachers.	.417	.054	.172	.412
Professional development opportunities should be chosen by the teacher.	-.084	.710	.024	.910
My classroom instruction has improved as a result of supervision.	.098	.666	.315	.125

\*Correlation is significant at the 0.05 level

#### Additional Interview Data

The next section focuses on two main themes that emerged in the process of interviews, and were not addressed or adequately discussed in the surveys. The following comments and quotations provide an insight into how some respondents felt about the

issues of student feedback about teaching and professional development activities designed for beginning teachers.

### *Student Feedback on Teaching*

In the interviews, several respondents mentioned the issue of getting feedback from students. They suggested that performance of the beginning teachers should be assessed not only by administration and staff, but also, occasionally, by students. Typical comments representing this view follow.

I'm thinking, being honest with the students and getting feedback from them is an awesome way to go. ...I've done that a couple times with my class, and they not only respond to it well, they appreciate it. They know that they have a part in what's going on, and that you're respecting their ideas. They know I'm a first year teacher, they know I'm going to make mistakes, but if they know that I'm honest about trying, and I'm doing my best, I'm thinking it only helps. So, the students are definitely a group that can be used for mentors, and definitely a group that I use. (CI2)

I'm planning, at the end of this year, to give some of my students a survey to fill out, completely anonymously, just so that I can get a bit of perspective on how they felt I did; if I did a good job or bad job in certain areas. ...Every student I've taught, I'm sure, has had something that I've done that they liked, and something that they didn't like. So it would be good to get some other perspectives. I cliqued really well with some students, and with some others I didn't. I'd like to get the perspective of both. (CI4)

What I can suggest is that teacher should have a lesson with the new students, the ones that he/she never taught. So, that there won't be any tense relationships, disrespect, etc., so that it would be objective. And after such a class, the survey would be distributed to these students, but not the ones you've been working with for a certain period of time. (UI3)

The participants' responses indicated that student feedback obtained formally and informally was welcomed. Formal activities may include surveys, questionnaires, or interviews. Informal feedback can be obtained by means of day-to-day communication and interaction in class.

*Professional Development Activities for Beginning Teachers*

Another common theme among the interviewees was the need for specific professional development activities for beginning teachers. There is a belief among the teachers that professional development activities should be more purposeful for the beginning teachers. Some of the Canadian respondents stated that professional development days for the beginning teachers were rarely conducted. The Ukrainian interviewees indicated that they would like to participate more often in professional development activities designed especially for beginning teachers, called “School of a Young Teacher”. Typical comments regarding this issue are presented below.

It would be very nice to have professional development activities... Though, there is such a thing. It's called “School of Young Teacher”. Beginning teachers participate in lectures, discussions how to teach better; lots of handouts and class visit. It can be called professional development course. But not everybody likes to go there. It takes a lot of time. And time is never enough. (UI1)

It's called “School of a Young Teacher” run by Ministry of Education. Maybe two times a semester, all beginning teachers from Chernivtsi get together, listen to lectures, share experience, visit lessons. I was there two times already, it's very interesting... (UI2)

We study for three years in this school, and after that we can apply for a teacher category. And classes taken in this school are considered as a part of requirements for that. We teach for the first three years, and also learn. It gives us lots of practical knowledge. What we learnt at the university was one thing, but we discuss more practical things in this school. (UI4)

Interviewees expressed their willingness to participate in different professional development activities more often. They mentioned conferences, workshops, in-services, and other activities that are directed toward the improvement of beginning teachers' instruction.

## Summary

This chapter presented the results of the data analysis. The data were collected from the Teachers' Perceptions of Supervision and its Relationship to Professional Development survey and interviews in Canada and Ukraine. Information was analyzed through a variety of procedures. Respondents' general comments and actual quotations from the interviews were presented with the statistical data.

The findings showed that the majority of the Canadian and Ukrainian beginning high school teachers perceived supervision to be important for their professional growth. Analyzing their actual perceptions, it was observed that supervision of instruction in the Ukrainian schools was conducted more often than in Canada. The majority of the respondents in each country suggested that ideally beginning teachers should be supervised more often and informally. The respondents stated that supervision should be conducted by the competent specialists in teachers' subject areas. The respondents in both countries were concerned that school policies do not allow choice in the supervisory approaches. Furthermore, the respondents identified the need for more time and preplanning in the process of supervision. Feedback from teachers and administration may be coupled with the feedback from students.

The majority of teachers indicated that they were satisfied with the supervision process and that it met their individual professional needs. Overall, the level of satisfaction with the supervisory process was higher with Canadian teachers. The Ukrainian respondents were satisfied with the quality of supervision when clinical supervision and cognitive coaching were used more often. They also expressed the need for a more frequent use of mentoring, reflective coaching, and portfolios. The

approaches, that required more frequent use, as indicated by the Canadian respondents, were peer coaching, mentoring, reflective coaching, and professional growth plans.

Teachers agreed that supervision should be closely connected to professional development, which was viewed as the desired outcome of the supervisory process. The respondents suggested that beginning teachers should be provided with options in professional development activities that are designated especially for the novice teachers.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

The following chapter provides a summary of the purpose, methodology, and findings of the study. Significant conclusions that can be drawn from the data analysis are discussed. It concludes with implications for theory, practice, and further research.

#### Purpose of the Study

The purpose of the study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in selected Canadian and Ukrainian high schools. It was the intent of this study to investigate professionals' perceptions of what the ideal supervision should be and how it has been actually implemented in the schools during their first two years of teaching.

This study addressed these perceptions through the following research questions:

1. What are the perceptions and preferences of Canadian beginning high school teachers regarding the actual and ideal supervisory practices?
2. What are the perceptions and preferences of Ukrainian beginning high school teachers regarding the actual and ideal supervisory practices?
3. What is the perceived relationship between these practices and teachers' professional development?

#### Research Methodology

Quantitative and qualitative methods of inquiry were used to examine the problems in this study. Quantitative data were obtained from the use of the survey, and interviews provided qualitative data for the research.

### *Survey Methodology*

The survey “Teachers’ Perceptions of Supervision and its Relationship to Professional Development”, developed by the researcher, was designed as a survey instrument to elicit teachers’ points of view and establish a profile of the supervision experiences of the beginning high school teachers in Canada and Ukraine. The survey was piloted with both administrators and teachers who were not involved in the study. Their recommendations and suggestions were taken into consideration, and some modifications were made.

Subsequently, the survey was administered to all beginning high schools teachers presently in their first or second year of teaching in the area of Saskatoon, Canada and Chernivtsi, Ukraine. The return rate in both countries was satisfactory for the research purposes. The returned surveys were analyzed using the Remark and SPSS computer software. Analysis of the data included frequency counts, means, standard deviations, and percentages to summarize items in the survey. Correlations and one-way analyses of variance were used to determine statistical significance. Open responses in the comments section were analyzed using the thematic approach.

### *Interview Methodology*

The qualitative data were obtained through the use of semi-structured interviews that incorporated open-ended questions. The questions guiding the interview were developed from the review of the literature and modified according to the results of the survey. Interviews were conducted with four survey participants in each country. They were audio-taped and were approximately 30 minutes long. Complete transcripts of the interviews were given to the participants to review. Any additions or changes requested

by the interviewees were noted and the documents were edited accordingly. Ukrainian transcripts were translated into English by the researcher.

The participants' responses were categorized according to the research questions and themes that emerged in the process of interviewing. These data were coupled with the comments obtained from the surveys. Respondents' specific statements and quotes were included in the discussion of statistical data in the tables. The findings were analyzed and presented in such a manner as to address the research questions.

### Summary of the Findings

The following section provides a brief summary of the findings related to the research questions raised in the study.

*Question One: What are the perceptions and preferences of Canadian beginning high school teachers regarding the actual and ideal supervisory practices?*

The analysis of the actual perceptions revealed that the majority of Canadian respondents on average were supervised from two to four times per year. Supervision of their teaching was seen to be conducted almost equally by the in-school administration (53%) and central office administration (47%). Teachers expressed concern that supervision was sometimes conducted by a person who was not familiar with the teacher.

Almost two thirds of the Canadian respondents were evaluated once per year. The persons most frequently identified as evaluators were the principal and superintendent. Two respondents indicated that they were not evaluated during the period of their teaching.

The analysis of the data revealed that supervision met teachers' individual professional needs. However, in general, school policies on supervision did not allow

teachers to choose their type of supervision. The Canadian respondents indicated that teachers were satisfied with the quality (mean = 4.00) and amount (mean = 4.05) of supervision conducted in their schools. There was no significant correlation between satisfaction with the quality of supervision and the use of selected supervisory approaches.

From the analysis of the ideal perceptions of supervisory practices, the majority of teachers perceived supervision to be important for their professional careers. More than 90% of the Canadian respondents indicated that they would like to be supervised more often, 2-4 or 5 and more times per year. About 80% also expressed that supervision of teachers experiencing difficulties should be conducted as frequent as 5 or more times per year. The average perceived time the supervisor should spend in the classroom during the observation was one full class period or more.

Some of the respondents expressed doubt that beginning teachers received adequate supervision. They advocated that supervisory choices should be available in the schools, considering the developmental stages of individual teachers. The need for more time and preplanning conferences to reduce the level of stress in supervisory process was expressed. They also indicated that more support in terms of resources was necessary for beginning teachers.

Responses from the Canadian participants suggested that supervision should be an informal and collaborative effort between teachers and supervisors. They strongly agreed to the statements that supervision should promote trust, support, help, and professional growth among the teachers. They also suggested the use of student feedback about teaching for more effective instructional supervision. The results of correlation analysis

of supervisory beliefs and perceptions showed that the Canadian teachers would be more satisfied with the quality of supervision if it were conducted more often, met their individual professional needs, and allowed them to choose their type of supervision.

Analysis of the Canadian respondents' perceptions of actual and ideal frequency of use of selected supervisory practices revealed several significant differences. The teachers would like to see a more frequent use of the following approaches: reflective coaching, professional growth plans, peer coaching, and mentoring.

*Question Two: What are the perceptions and preferences of Ukrainian beginning high school teachers regarding the actual and ideal supervisory practices?*

Responses from the Ukrainian participants of this study revealed that on average teachers were supervised 2-4 times per year, while one-third were supervised 5 or more times per year. Two-thirds of the responses indicated that the vice-principal was considered to be the main supervisor, whereas a principal was mentioned by almost one-third. The main concern of the Ukrainian respondents was that they were supervised by a person who was not a specialist in the teacher's subject area.

About half of the respondents reported that they were evaluated 2-4 times per year. Summative evaluation of their teaching was conducted mainly by the vice-principal, and partly by the principal. Two respondents experienced no evaluation during the period of their teaching.

In general, looking at the results, it seemed that the supervision did not meet the respondents' individual professional needs, as the policies did not allow them to choose an individual type of supervision. Their overall level of satisfaction with the amount (mean = 3.81) and quality (mean = 3.58) of supervision was moderate. Several significant

correlations between satisfaction with the quality of supervision and the use of selected supervisory practices were observed. The Ukrainian teachers were more satisfied with the quality of supervision when they had a more frequent use of clinical supervision ( $p=.003$ ) and cognitive coaching ( $p=.000$ ).

Analyzing the Ukrainian responses about the ideal perception of supervisory process, it was noted that the majority regarded supervision as important, necessary, and beneficial for the beginning teachers. Almost 60 % of the respondents indicated that supervision should be conducted 2-4 times per year, with one third stating that it should be done 5 or more times per year. The statement that beginning teachers experiencing difficulties should be supervised more than five times per year was supported by about 80% of the participants. Seventy-seven percent of the teachers suggested that the supervisor should spend one full-class period during the supervisory observation in class.

In general, the Ukrainian respondents perceived that they were not adequately supervised. They strongly agreed that school policies should provide them with the options in supervisory approaches that considered their level of development and meet their professional needs. Time was considered to be a necessary resource. More informal supervision with pre-planning was suggested by the majority of the participants. They stated that constructive feedback in the form of advice, support, and help would be desirable. Feedback from students was considered very valuable for the beginning teachers. Results of the correlation analysis revealed that the Ukrainian teachers would be more satisfied with the quality of supervision if they received adequate and more frequent supervision that would allow choice among supervisory practices to meet their professional needs.

Several significant points were obtained from the analysis of the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches. Portfolios and reflective coaching were mentioned as the approaches in which the teachers would like to participate more often. The respondents also indicated that more frequent use of mentoring and peer coaching would be beneficial for the teachers.

*Question Three: What is the perceived relationship between the supervisory practices and teachers' professional development?*

*Canadian perspective.* There was a high level of agreement with the statement that supervision contributed to the professional development of the teachers. However, results showed that there was a less clear connection between the supervision they received and their professional development. Teachers expressed the view that supervisors did not always have the experience, knowledge, and ability to provide effective feedback and select professional development activities for teachers.

Their responses indicated that beginning teachers should have the opportunity to choose their professional development activities. The need for a more purposeful professional development aimed at the individual needs of teachers was expressed. The Canadian respondents saw the lack of financial resources from school administration as the reason why beginning teachers were not provided with professional development options.

The teachers agreed or expressed a neutral point of view about the fact that their classroom instruction improved because of supervision. They also felt that the majority of beginning teachers did not participate in professional development activities as a result of supervision. The correlation analysis revealed that the Canadian respondents would be

more satisfied with the quality of supervision if they saw it directly connected with professional development activities.

*Ukrainian perspective.* An analysis of the data indicated that the Ukrainian respondents felt that supervision was closely and directly connected to professional development. The teachers perceived supervision to be a practice that promoted professional growth and effectiveness of beginning teachers. They suggested that supervisors should have enough knowledge in subject areas in order to provide effective feedback and guide towards the appropriate professional development activities.

The respondents indicated that professional development options should be provided by administration for the teachers. The respondents expressed a willingness to participate in special professional development activities, such as the “School of a Young Teacher”, the purpose of which was to provide beginning teachers with advice and support. Among the common concerns was the lack of time and financial resources for the beginning teachers.

The teachers from Ukrainian schools were mainly neutral regarding the statement that their participation in professional development activities was due to supervisory practices. The responses showed that teachers were not sure that improvement of their instruction came as a result of supervision. There were no significant correlations found in the responses of the Ukrainian beginning teachers regarding their satisfaction with the quality of supervision and perceptions of professional development.

## Conclusions and Discussion

The following section draws conclusions from the analysis of the research findings. It also discusses the findings on the perceptions of supervisory practices with reference to the research literature.

### *Canadian and Ukrainian Teachers' Perceptions of Supervision*

The Canadian and Ukrainian participants in this study indicated that supervision was important for their professional growth and future career. They agreed that as beginning teachers they needed to grow and improve in order to become effective teachers. Supervision is designed to provide opportunities for teachers to continuously expand their capacity to learn and to teach more effectively (Sergiovanni & Starratt, 2002). The benefits from supervision for the novice teachers can not be underestimated (Glatthorn, 1990). Huling-Austin (1990) stated that effective supervision at the induction level ameliorates beginning teachers' concerns and increases their focus on instruction. According to Reiman and Thies-Sprinthall (1998), teachers who learn and grow become more adept in a broad range of instructional strategies, foster relationships, and improve their decision-making capacity.

The Ukrainian respondents were supervised more often than their Canadian colleagues. In fact, almost one third of the participating teachers from Ukraine indicated that they were supervised five or more times per year. Glatthorn (1990) suggested that beginning teachers required more intensive supervisory assistance. The beginning teachers in both countries expressed the need for a more frequent supervision of their teaching. The average suggested frequency was from two to four and five or more times per year. The almost identical number of the respondents in each country, approximately

80%, agreed that beginning teachers experiencing difficulties needed to be supervised as often as five or more times per year. The respondents from both countries considered the average time that the supervisor should spend in the classroom, during the supervisory observation, to be one full class period or more.

Formative supervision was characterized as the process in which school principals have professional responsibility, qualifications, and specialized training to supervise school staff members (STF, 2002). Supervision of the teachers in Canadian schools was conducted in almost equal proportions by the central office and in-school administration. This seemed to be the reason why the Canadian participants were concerned about supervision sometimes being conducted by a person who was not familiar with the teachers. Glickman et al. (1998) supported the point of view, stating that supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

In comparison to the Canadian respondents, 95% of the Ukrainian respondents indicated that they were supervised by the administrative staff of their schools. This fact may explain why their main concern was that they were supervised by a person who was not a specialist in teacher's subject area. They felt that supervisors lacked knowledge and experience to provide adequate supervision of their area of teaching. As Beach and Reinhartz (2000) emphasized, the challenge for supervisors is to integrate their knowledge in supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and effectiveness. Supervision is a process in which learning should occur for teachers and supervisors alike. Sergiovanni and Starratt (1998) stated that supervision as a process is designed to help teachers and supervisor

learn more about their practice, to be better able to use their knowledge and skills to make the schools a more effective learning community.

The formative process is designed to help teachers improve, while the summative process is a judgmental appraisal of teacher's performance. As the STF (2002) expressed, though different in primary purpose, supervision and evaluation are essential for effective teaching and learning, student achievement, and teacher success. Wareing (1990) stated that evaluation is necessary to determine teacher's growth and effectiveness as a result of supervision. However, 9% of the participants from Canada and 8% of the Ukrainian respondents had received no evaluation at all. The Canadian respondents experienced less frequent evaluation than the Ukrainian teachers. Almost two-thirds of the Canadian teachers were evaluated once per year, whereas in Ukraine summative evaluation was conducted 2-4 times per year. The STF (2002) stated that school division administration who have the professional obligations, qualifications, and specialized training are responsible for this practice. Interestingly, the in-school administrators were identified as evaluators by almost two thirds of the Canadian respondents. In Ukraine, responses indicated that only 3% of the teachers were evaluated by the central office administrative staff.

As Beach and Reinhartz (2000) noted, teachers tend to favor individualized, close, and supportive supervision, which addresses their individual needs. Teachers have to play key role in deciding which approaches best address their needs at a given time (Sergiovanni & Starratt, 1998). However, through supervision, individual needs of a teacher have to be linked with organizational goals, so that individuals within the school could work in harmony toward their vision of what the school should be (Glickman et al.,

1998). Goldhammer et al., (1993) emphasized that supervision should provide certain autonomy that enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching.

It could be concluded that, in general, supervision met the Canadian teachers' individual professional needs. The Canadian beginning teachers showed a high level of satisfaction with the quality and quantity of supervision conducted in their schools. In contrast, the Ukrainian participants indicated that as beginning teachers they had not received adequate supervision. They were moderately satisfied with the quality and amount of supervision, as they perceived their individual needs were not fully met.

Reiman and Thies-Sprinthall (1998) emphasized that educational leaders must support successful teacher induction in the ways they respond to the beginning teachers' needs.

The overall satisfaction with the supervisory process appeared to be not very high because of teachers' perceptions of supervisory policies. The teachers in Ukraine and Canada expressed their concern that school policies on supervision did not allow them to choose their type of supervision. Sergiovanni and Starratt (1998) stated that contemporary schools need to provide teachers with options in supervisory approaches, which may differ for beginning and experienced teachers. Implementing different models of supervisory practices is intended to give options not only to the teachers, but also administrators and schools (Glatthorn, 1984). Thus, the proper use of various approaches to supervision can enhance teacher's professional development and improve instructional efficiency (Sullivan & Glanz, 2000a).

Beginning high school teachers advocated that supervisory choices should be available in the schools, considering the developmental stages of individual teachers. Effective supervisors must employ a framework that most appropriately matches the strategies to the context and personal characteristics of the teacher. Matching supervisory approaches to individual needs has great potential for increasing teachers' motivation and commitment to work (Sergiovanni & Starratt, 1998). Results revealed that the Ukrainian and Canadian teachers would be more satisfied with supervision if they received adequate and more frequent supervision that would meet their professional needs and provide options in supervisory practices.

Analyzing the respondents' level of satisfaction with the supervisory practices conducted in their schools, several conclusions can be drawn. The Ukrainian respondents indicated that they were more satisfied with the quality of supervision when they had a more frequent use of clinical supervision and cognitive coaching. Clinical supervision, according to Sergiovanni and Starratt (1998), is regarded as typically more formative than summative in its evaluative approach to the practices of beginning teachers. Cognitive coaching, as outlined by Costa and Garmston (1994), is built on a foundation of trust and professional growth. None of the selected supervisory practices were significant in their influence at the Canadian respondents' satisfaction with the quality of supervision.

As Glatthorn (1990) indicated, novice teachers found their first few years a trying and ultimately defeating experience. Among the main concerns, researchers (Glatthorn, 1990; Huling-Austin, 1990; Odell & Ferraro, 1992) mentioned lack of time for planning, supervision, and interaction with colleagues. Teachers in this study expressed the need

for more time in the implementation of supervisory practices. Furthermore, both the Canadian and Ukrainian teachers indicated that they lacked time to collaborate with other teachers in the staff, reflect on their teaching, and prepare for classes. Blase and Blase (1998) stated that making time means providing another way to support professional growth and change in teachers.

The lack of time and the number of assignments and responsibilities seemed to cause stress for the beginning teachers. Another common issue that caused stress, as expressed by the respondents from Canada and Ukraine, was the lack of adequate pre-planning and pre-conferencing in the supervisory process. From the Ukrainian responses, teachers stated that the pre-conference was usually omitted by supervisors in using clinical supervision. Clinical supervision, according to researchers (Goldhammer et al., 1993; Tanner & Tanner, 1987), should include pre-conference as a necessary part of a five-step cycle.

Describing the supervisor's role, Sergiovanni and Starratt (1998) emphasized providing teachers with the opportunity and the resources (teaching materials, media, books, and devices) they needed to reflect on their practice and share with others. The Canadian respondents wanted to see more support in terms of resources in the supervision process.

Responses from the Canadian and Ukrainian participants suggested that supervision should be a collaborative effort between supervisors and teachers. Arredondo et al. (1995) stated that collaborative supervision can change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture in the school. Collaborative cultures promote greater confidence and commitment to improvement and professional

growth among teachers (Fullan & Hargreaves, 1996). As Goldhammer et al. (1993) stated, supervision should be a relationship developing process between a supervisor and a teacher that is built on trust, harmonious interaction and professional autonomy.

Supervision of beginning teachers, according to the results of this study, should be more informal. It can be concluded that both the Canadian and Ukrainian respondents considered the process of teaching in general and supervisory process in particular, to be too formal. As it was recommended by Glatthorn (1990), regardless of experience and competence, all teachers need to be involved in informal observations related to instructional improvement. More informal constructive feedback was preferred to a formal discussion after the supervisory observation. The majority of respondents in each country indicated that supervision should promote trust, support, help, advice, and professional growth among the staff. Supportive and trusted relationships are paramount to successfully assist novice teachers in adjusting to teaching requirements (Smith, 2002).

Several conclusions can be drawn from the analysis of the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches. One can conclude that beginning teachers want to be involved in self-reflective supervisory approaches more often than they are practiced in their schools. One of the common issues, indicated by the Canadian and Ukrainian beginning high school teachers, was a more frequent use of self-evaluation or reflective coaching. According to Glatthorn (1990), a self-evaluation approach enables teachers to set their own professional goals, to find the resources needed to achieve these goals, and to undertake the steps needed to accomplish those outcomes. In the self-evaluation supervisory method, teachers could reflect on their teaching performance during a time that best fits their schedule, which

may not be possible in collaborative types of supervision. The use of reflective coaching may solve the time restrictions associated with supervision, as noted by some teachers in this study. This approach “is efficient in use of time, less costly, and less demanding on others than is the case with other options” (Sergiovanni & Starratt, 1998, p. 257). Another reason may be that because of scheduling or other difficulties, beginning teachers are unable to work cooperatively with other teachers.

The Canadian respondents also would like to be supervised more often through professional growth plans. Fenwick (2001) stated, these plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning” (p. 422). It is useful for teachers to engage in reflective writing, as well as describing the goals and objectives with their perceived results. Supervision through professional growth plans can be useful for supervisors too. Beach and Reinhartz (2000) stated that in order to assess teacher performance effectively, supervisors must consider the instructional intent and the results of teacher efforts.

The Ukrainian responses revealed that portfolios as type of supervision should be conducted more often in schools. Wolf (1996) supported the use of portfolios, because they provide teachers with opportunities for self-reflection and collegial interactions based on documented episode of their teaching. Sullivan and Glanz (2000b) stated that they can be used to support and enrich mentoring and coaching relationships, which are pivotal for the development of beginning teachers.

Along with the self-reflective practices, the respondents advocated a more frequent use of several other approaches that are collaborative in nature. It can be concluded from

the results of this study that the responding teachers in Canada and Ukraine wanted peer coaching to be conducted more often in their schools. Hosack-Curlin (1993) stated that peer coaching is really important for beginning teachers. During peer coaching, beginning teachers collaborate to develop a shared language, forums to test new ideas about teaching, and, ultimately, develop expertise (Glickman et al., 1998). Showers and Joyce (1996) regarded peer coaching as the practice that can help nearly all participants and increase their professional expertise. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of the informal evaluation (Bowman & McCormick, 2000).

According to the STF (2002), beginning teachers and individuals who are new to a school or teaching assignment may require a considerable amount of support from their more experienced colleagues. The responses of the participants in both countries revealed that the use of mentoring should be more frequent than it is actually conducted in the respondents' schools. It was considered to be of great importance for teachers' professional growth and instructional improvement. Mentors need to support the being of their protégés, providing advocacy, counseling, protection, feedback, and information (Sullivan & Glanz, 2000b). Thus, mentoring can provide beginning teachers with the support and advice, the need for which was expressed by the participants of this study. Reiman and Thies-Sprinthall (1998) emphasized the enhanced use of mentoring that can serve to augment the succession planning and professional development of schools.

Another way to enhance supervisory approaches, suggested by the participants from both countries, was student feedback about teaching. They considered this practice very useful and necessary, as feedback from students was seen as a valuable means to measure

teacher effectiveness and professional growth of novice teachers. They believed that regular surveys and interviews with the students could improve instruction and guide teachers toward further professional development.

#### *Perceived Relationship between Supervision and Professional Development*

Jonasson (1993) considered supervision and professional development to be linked processes. Sullivan (1997) supported this point of view, stating that they can and should overlap as needs and local preferences dictate. The Ukrainian participants felt that supervision was closely and directly connected to professional development activities. They perceived supervision to be a practice that promotes professional growth and effectiveness of the beginning teachers.

The Canadian respondents also agreed that supervision contributed to the professional development. However, they did not fully agree to the fact that a clear connection existed between these practices. This might be attributed to their perception that beginning teachers do not participate in professional development activities as a result of supervision. The correlation analysis revealed that the Canadian respondents would be more satisfied with the quality of supervision if they saw it directly connected with professional development. Glickman et al. (1998) concluded that teacher development should be a critical function of supervision. An increased number of supervisory visits and greater emphasis on partnership and professional improvement might strengthen this relationship.

Wanzare and Da Costa (2000) stated that given the variety of supervisory approaches, supervisors should match appropriate supervisory strategies to teachers' unique characteristics and their individual needs. Jonasson (1993) also agreed that the

route taken in professional development should parallel teacher needs. The respondents in this study, both from Canada and Ukraine, did not feel that supervisors have the knowledge and ability to make decisions about professional development activities. They indicated that beginning teachers should have the opportunity to choose their professional development. Such decision making process, where teachers play key roles in deciding the direction and nature of their professional development, was supported by Sergiovanni and Starratt (1998). Beach and Reinhartz (2000) claimed that supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers, and empowering teachers to make decisions regarding their instructional performance.

The Canadian respondents saw the lack of financial resources from school administration as the reason why beginning teachers were not provided with adequate professional development options. The Ukrainian teachers were concerned about financial support and time restrictions for the activities aimed at improving instruction and professional growth of the beginning teachers.

Professional development needs differ for novice and experienced teachers, and special programs should be developed to meet these needs. From the analysis of the data one can conclude that the Canadian teachers, as well as their Ukrainian colleagues, need more purposeful professional development, aimed at the individual needs of teachers. According to Glickman et al. (1998), teachers as individuals should have a variety of learning opportunities to support the pursuit of their own personal and professional career goals. The Ukrainian respondents expressed the desire to participate in a special

professional development activity, called “School of a Young Teacher”, the purpose of which is to provide beginning teachers with advice and support.

Beach and Reinhartz (2000) stated that supervisors should integrate what is known about supervision into a process that fosters teachers’ professional growth, and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and participate in professional development activities that foster instruction. Data from this study showed that the participating beginning teachers in Canada and Ukraine agreed or remained neutral about whether their instruction had improved as a result of supervision. Researchers (Beach & Reinhartz, 2000; Glickman et al., 1998; Sergiovanni & Starratt, 1998) claimed that the ultimate goal of supervision should be improved instruction. Thus, more effort should be put into the supervision and professional development of new teachers to achieve instructional improvement.

#### Implications for Theory

The conceptual framework as described in the literature review (see Figure 1) incorporated the ideals of several researchers, among them are Glatthorn (1990), Glickman et al. (1998), and Sergiovanni and Starratt (1998). Supervision was viewed as a continual process that allowed beginning teachers the opportunity to facilitate their own professional growth. It relied on the contingency view of supervision, in which every teacher is different and requires matching supervisory options to these differences. Supervision was considered to be a process that gives teachers the support and knowledge they need in order to grow professionally. Inherent in the successful implementation of the practices was a belief that teachers play key roles in deciding which of the options make most sense to them given their needs at the time.

The revision to this framework (see Figure 2) would include several significant issues that need to be considered within the professional context of the schools. School and division administration are responsible for the provision of supervisory options for beginning teachers in the school policies. In order to meet individual professional needs of the teachers, a wide variety of supervisory approaches should be practiced in the schools. Teachers need to be aware of the variety of supervisory choices.

Supervisors and teachers collaboratively choose between the approaches provided by their schools. Teachers' individual needs and developmental stages have to be taken into consideration during the supervisory planning. Planning should be considered as an indivisible stage in the process of supervision. Individuals serving as supervisors should possess certain levels of knowledge and be aware of the professional level and life transitions of individual teachers.

Supervisors should also be aware of influential variables or themes that were outlined by the respondents in this study. Beginning teachers want more frequent supervision with emphasis on collaborative and self-development practices. Issues of time, stress, support, and collaboration were related to teachers' level of satisfaction with the process of supervision. Satisfaction with supervisory practices can enhance teachers' professional growth, which is the ultimate goal of the formative supervisory practices. Future discussions of supervision should consider the above mentioned issues. Beginning teachers tend to be satisfied with the quality of supervision when they receive adequate and more frequent supervision that would allow choice among supervisory practices to meet their professional needs.

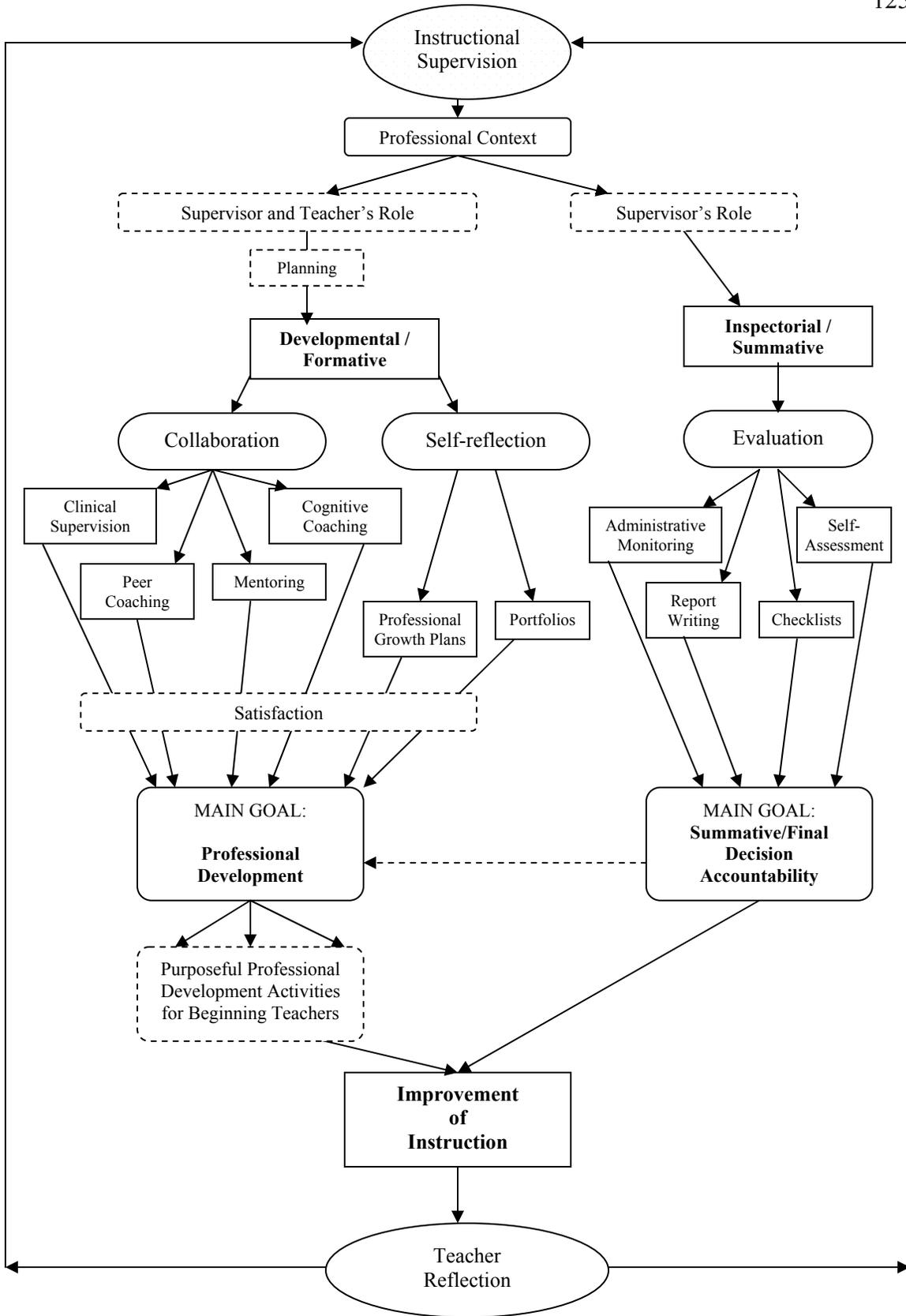


Figure 2. Instructional supervision: A reconceptualization.

Whereas formative supervision is enhanced by the cooperative decision making of both the supervisor and teacher, summative evaluation is regarded solely as a supervisor's responsibility. Supervisors should use evaluation as a tool to measure professional growth and development of beginning teachers after the supervision.

Instructional supervision can achieve its goal to enhance teacher growth if it is closely connected with professional development. The skills, strategies, and feedback obtained during the supervisory process should be supported by the appropriate professional development activities. It would be beneficial for beginning teachers to participate in the professional development activities, aimed at enhancement of beginning teachers' roles and improvement of instruction.

This research may further add to the literature on supervision as a collaborative (Glickman et al., 1998) and self-development (Glatthorn, 1990) process. The study supported the need to allow choice in the supervisory practices for the beginning teachers. They wanted to be actively involved in planning of their supervision. This allows teachers to be accountable for their professional growth and improvement of instruction. Beginning teachers need guidance and support from administration and more experienced staff.

The study also emphasized the need for a clear connection between supervision and professional development. Beginning teachers were satisfied with supervisory practices when they felt it was supported with purposeful professional development activities. Professional development that improves teaching should be the desired outcome of supervisory process.

### Implications for Practice

Based on the results of this study the following recommendations are made to enhance the supervisory process.

#### *Recommendations for the Canadian schools*

1. Supervision needs to be a priority in schools so that improvement in instruction can occur. Supervisory practices should be outlined in school division policies, providing supervisors and beginning teachers with the options in supervisory practices. Supervisors and teachers should collaboratively select a method that meets the individual needs of the teacher.
2. It was suggested by the respondents that they would like supervision of teaching to be conducted by the persons familiar with the beginning teachers. Supervisory training should occur, so that supervisors will possess experience and knowledge in supervisory practices in order to provide effective feedback for professional growth and improvement. Summative evaluation may be used to measure teacher growth and determine teacher effectiveness.
3. It would be beneficial to give consideration to both the quality and quantity of supervision. Supervision of beginning teachers must be conducted at least two to four times per year, while beginning teachers experiencing difficulties should be supervised five or more times per year. Supervisors can help teachers if they spend on average one full class period during the observation session. Informal feedback was deemed necessary to be provided along with the formal supervisory practices. Beginning teachers clearly expressed the desire for constructive feedback from administration, colleagues, and students.

4. Teachers should be provided with the support in terms of resources and time. Time provides the opportunity for planning and reflecting about the process of supervision.
5. There seems to be a call on the part of the respondents for supervisory approaches, such as self-evaluation, professional growth plans, peer coaching and mentoring to be practiced more often in the schools. These practices help beginning teachers to improve teaching and grow professionally.
6. It is essential that a much greater effort be made to establish a clear connection between supervision and professional development. Supervisory practices were seen as means to guide beginning teachers toward professional development activities that enhance instructional strategies. School and division administration can provide the necessary financial assistance to allow participation in activities aimed at professional development of beginning teachers.

*Recommendations for the Ukrainian schools*

1. The study has made it possible to affirm that supervision should be a collaborative effort of all stakeholders involved in the process. It would be useful to establish a trusting relationship between the teacher and the supervisor. Supervisors are required to be experienced and knowledgeable specialists in the teacher's subject area.
2. A wider variety of supervisory options should be provided by school policies and regulations. Supervisors and teachers would benefit from a choice in supervisory practices. They should collaboratively match the options to the

individual professional needs of the teacher. Teacher's developmental level needs to be taken into consideration.

3. The study made it clear that beginning teachers must be provided with adequate supervision. They would like to be supervised at least two to four times per year. Supervision of beginning teachers experiencing difficulties should be conducted five or more times per year. It would be useful to use evaluation to measure the progress in their teaching.
4. It has been noted that sufficient time should be given to planning for the supervisory process. As expressed by the participants, the pre-conference should be considered as a necessary stage in any supervisory practice. For supervision to be successful, beginning teachers need to be actively involved in this process. Informal constructive feedback in the form of discussion should follow the supervisory observation.
5. The developmental approach should be the focal point for the implementation of any supervisory practice. The use of clinical supervision and cognitive coaching increases teachers' satisfaction with the quality of supervision. A more frequent use of self-evaluation, and portfolios could help beginning teachers to reflect on their teaching. Collaborative approaches, such as mentoring and peer coaching should be practiced more often in schools.
6. Supervision should promote professional growth and effectiveness of the beginning teachers. Professional development activities need to reflect the needs and concerns of individuals. Time and financial support for purposeful professional development activities should be allocated by school

administrations. Professional development was seen to be a desired outcome of the supervisory process.

#### Implications for Further Research

1. This study contained a relatively small population. It would be beneficial to use a larger population of Canadian or Ukrainian teachers.
2. An international comparative study could examine beginning teachers' perceptions of supervision in the countries other than Canada and Ukraine.
3. This study revealed perceptions and preferences of the beginning teachers. It would be beneficial to examine principals' perceptions of the supervisory practices in Canada and Ukraine.
4. This study involved beginning high school teachers. It would be beneficial to conduct a study of the beginning teachers in elementary, secondary, and high schools to compare their perceptions of the supervisory process.
5. This study was conducted during a relatively short period of time. Further qualitative study could be conducted to incorporate a more longitudinal process of data collection.
6. A further study may examine the nature of supervisory practices through an observation of the meetings and dialogues within the supervisory process.
7. This study suggested the use of several approaches to instructional supervision. Additional study could investigate the effectiveness of each of the suggested practices and its influence on the improvement of instruction.

### Concluding Comment

The purpose of this study was to examine beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in selected Canadian and Ukrainian high schools. The responses of the participants in this study revealed some valuable insights into the supervision of beginning teachers in each country.

The results of the data analysis revealed several differences in beginning teachers' perceptions of supervision in Ukraine and Canada. Interestingly, there were more commonalities than discrepancies. In both countries, beginning teachers wanted more supervision of their teaching in order to receive greater feedback about their classroom performance. Their work and a more informal and constructive feedback was viewed as being beneficial for them. Teachers wanted to be supervised by individuals who were familiar with them and possessed certain experience and knowledge in teachers' subject areas. Respondents wanted supervision to be collaborative in nature, providing them with support, advice, and help. They identified the need to trust their supervisors and be trusted in response. Planning and active involvement in the decision making process regarding the supervisory practices was considered to be valuable and necessary. They wanted more time to engage in reflective and collaborative approaches to supervision and also indicated the need for experienced teachers and administrators to address their individual needs and provide them with necessary resources. Respondents wanted supervision to be connected to professional development as close as possible and expressed the desire to grow professionally and improve their instruction in order to provide quality education for students.

Beginning teachers are the future of the schools; and their concerns, worries, and opinions, when taken into consideration, can only enhance the quality of teaching and learning for the students. In order for teachers to be successful in instruction, supervision needs to provide the support, knowledge, and skills that will enable teachers to succeed.

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## APPENDIX A

Survey: Teachers' Perceptions of Supervision and Its Relationship to Professional Development

**TEACHERS' PERCEPTIONS OF SUPERVISION AND ITS RELATIONSHIP TO  
PROFESSIONAL DEVELOPMENT  
TEACHERS' SURVEY FORM**

Teacher supervision is a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher.

Teacher evaluation is a planned, summative process that involves a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time.

**Section 1: GENERAL INFORMATION**

**When completing the survey, please relate to your own supervisory experiences.**

Please provide the following information. Be honest in your responses.

All your responses will be treated with confidentiality.

**Indicate your response by *shading the bubble completely*.**

**PLEASE, DO NOT USE CHECKMARKS (✓) OR AN X (x).**

1. Gender
 

Male	<input type="radio"/>
Female	<input type="radio"/>
  
2. Years of teaching experience (Please include current year)
 

year 1	<input type="radio"/>
year 2	<input type="radio"/>
  
3. On average I am **formally supervised**:
 

5 or more times per year	<input type="radio"/>
2-4 times per year	<input type="radio"/>
once per year	<input type="radio"/>
0 times per year	<input type="radio"/>
  
4. On average I am **evaluated**:
 

5 or more times per year	<input type="radio"/>
2-4 times per year	<input type="radio"/>
once per year	<input type="radio"/>
0 times per year	<input type="radio"/>
  
5. **Supervision** of my teaching is conducted by:
 

principal	<input type="radio"/>
vice-principal	<input type="radio"/>
department head	<input type="radio"/>
superintendent/inspector	<input type="radio"/>
other _____	<input type="radio"/>
  
6. **Evaluation** of my teaching is conducted by:
 

principal	<input type="radio"/>
vice-principal	<input type="radio"/>
department head	<input type="radio"/>
superintendent/inspector	<input type="radio"/>
other _____	<input type="radio"/>

7. In my opinion a **beginning teacher** should be supervised:
- |                          |                       |
|--------------------------|-----------------------|
| 5 or more times per year | <input type="radio"/> |
| 2-4 times per year       | <input type="radio"/> |
| once per year            | <input type="radio"/> |
| 0 times per year         | <input type="radio"/> |
8. A beginning teacher **experiencing difficulty** in the classroom should be supervised
- |                          |                       |
|--------------------------|-----------------------|
| 5 or more times per year | <input type="radio"/> |
| 2-4 times per year       | <input type="radio"/> |
| once per year            | <input type="radio"/> |
| 0 times per year         | <input type="radio"/> |
9. When conducting a **supervisory observation**, a supervisor should spend at least \_\_\_\_\_ in the classroom
- |                               |                       |
|-------------------------------|-----------------------|
| more than a full class period | <input type="radio"/> |
| one full class period         | <input type="radio"/> |
| one half class period         | <input type="radio"/> |
| one quarter class period      | <input type="radio"/> |
| or less                       | <input type="radio"/> |

For the following questions, please circle the appropriate number on the scale.

10. I perceive supervision to be:

①	②	③	④	⑤
<b>Not Important</b>				<b>Highly Important</b>

11. I am satisfied with the *amount* of supervision being provided in my school:

①	②	③	④	⑤
<b>Not Satisfied</b>				<b>Highly Satisfied</b>

12. I am satisfied with the *quality* of supervision being provided in my school:

①	②	③	④	⑤
<b>Not Satisfied</b>				<b>Highly Satisfied</b>

13. The supervision I receive meets my individual professional needs:

①	②	③	④	⑤
<b>Strongly Disagree</b>				<b>Strongly Agree</b>

14. The school policies allow me to choose my type of supervision:

①	②	③	④	⑤
<b>Strongly Disagree</b>				<b>Strongly Agree</b>

## Section 2: PERCEPTIONS OF SUPERVISORY APPROACHES

The questions in this section are intended to provide information regarding your past experiences with supervision and what the ideal supervision should be. Please, keep in mind that you are asked to respond to these questions according to **how you feel at this time** in your career. For each of the following statements about types of supervision, please mark the circle that indicates the frequency of supervisory approaches.

<b>Always</b>	<b>Often</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>Never</b>
(A)	(O)	(OC)	(S)	(N)
①	②	③	④	⑤

**Real** indicates the frequency with which these approaches **actually** occurred in your teaching experience.

**Ideal** indicates the frequency with which you think these approaches **should** occur.

TYPE OF SUPERVISION	REAL					IDEAL				
	A	O	OC	S	N	A	O	OC	S	N
1. <i>Clinical supervision</i>	①	②	③	④	⑤	①	②	③	④	⑤
a process for the improvement of professional growth, which usually consists of several phases, such as conference, observation by a supervisor, and post-conference										
2. <i>Peer coaching</i>	①	②	③	④	⑤	①	②	③	④	⑤
a process of supervision in which teachers work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction										
3. <i>Cognitive coaching</i>	①	②	③	④	⑤	①	②	③	④	⑤
a nonjudgmental process built around a planning conference, observation, and a reflecting conference, in which supervisor attempts to facilitate teacher learning through a problem-solving approach by using questions to stimulate the teacher's thinking.										
4. <i>Mentoring</i>	①	②	③	④	⑤	①	②	③	④	⑤
a process that facilitates instructional improvement wherein an <b>experienced</b> educator (mentor) works with a <b>novice</b> or <b>less experienced</b> teacher (protégé) collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved.										

TYPE OF SUPERVISION	REAL					IDEAL				
	A	O	OC	S	N	A	O	OC	S	N
5. <i>Self-directed development (reflective coaching)</i>	①	②	③	④	⑤	①	②	③	④	⑤
a process by which a teacher systematically plans for his or her own professional growth in teaching										
6. <i>Portfolios</i>	①	②	③	④	⑤	①	②	③	④	⑤
a process of supervision with teacher-compiled collection of artifacts, reproductions, testimonials, and student work that represents the teacher's professional growth and abilities										
7. <i>Professional growth plans</i>	①	②	③	④	⑤	①	②	③	④	⑤
individual goal-setting activities, long-term projects teachers develop and carry out relating to the teaching										

### Section 3: REACTIONS TO INSTRUCTIONAL SUPERVISION

For each of the following statements about professional development, please mark the circle that indicates your level of agreement.

	Strongly Disagree (SD) ①	Disagree (D) ②	Neutral (N) ③	Agree (A) ④	Strongly Agree (SA) ⑤
	SD	D	N	A	SA
1. I am convinced of the need for instructional supervision.	①	②	③	④	⑤
2. Every teacher can benefit from instructional supervision.	①	②	③	④	⑤
3. Supervision should be a collaborative effort between teacher and supervisor.	①	②	③	④	⑤
4. Supervision should promote professional growth among the teachers.	①	②	③	④	⑤
5. Supervision should promote trust among the teachers.	①	②	③	④	⑤
6. Supervisory choices should be available to beginning teachers.	①	②	③	④	⑤

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. Beginning teachers receive adequate supervision.   | ① | ② | ③ | ④ | ⑤ |
| 8. Time should be given to the implementation of any instructional supervision method.          | ① | ② | ③ | ④ | ⑤ |
| 9. Teachers should be involved in the planning of the supervisory process prior to supervision. | ① | ② | ③ | ④ | ⑤ |
| 10. Supervisory practices should consider the developmental stages of individual teachers.      | ① | ② | ③ | ④ | ⑤ |
| 11. Supervision should focus on the needs of the teacher.                                       | ① | ② | ③ | ④ | ⑤ |

<b>Section 4: INSTRUCTIONAL SUPERVISION AND PROFESSIONAL DEVELOPMENT</b>
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For each of the following statements about professional development, please mark the circle that indicates your level of agreement, *based on your own experience*.

- | <b>Strongly Disagree<br/>(SD)</b><br>①   | <b>Disagree<br/>(D)</b><br>② | <b>Neutral<br/>(N)</b><br>③ | <b>Agree<br/>(A)</b><br>④ | <b>Strongly Agree<br/>(SA)</b><br>⑤ |                                |  |
|--|------------------------------|-----------------------------|---------------------------|-------------------------------------|--------------------------------|--|
|  |                              |                             |                           |                                     | <b>SD    D    N    A    SA</b> |  |
| 1. There is a clear connection between supervision and professional development.                     | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |
| 2. Supervisors have the knowledge and ability to select professional activities for teachers.        | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |
| 3. Beginning teachers participate in professional development activities as a result of supervision. | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |
| 4. Supervision contributes to the professional development of teachers.                              | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |
| 5. Professional development opportunities should be chosen by the teacher.                           | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |
| 6. My classroom instruction has improved as a result of supervision                                  | ①                            | ②                           | ③                         | ④                                   | ⑤                              |  |

**Comments** (use reverse side of the paper if necessary)

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1. How would you improve upon the supervisory process as you have experienced it?

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2. How should supervision differ for beginning teachers as opposed to more experienced teachers?

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3. What approaches to supervision should be used for beginning teachers experiencing difficulties?

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4. What in your opinion should be the relationship between supervision and professional development?

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5. How can the supervisory process provide more effectively for your professional development?

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**THANK YOU FOR YOUR COOPERATION**

**If you have any concerns, please contact Benjamin Kutsyuruba at (306) 966-7678**

APPENDIX B

Interview Protocol

**TEACHERS' PERCEPTIONS OF SUPERVISION AND ITS RELATIONSHIP  
TO PROFESSIONAL DEVELOPMENT  
INTERVIEW QUESTIONS**

**Instructional Supervision**

1. What does instructional supervision mean to you?
2. What various approaches to instructional supervision have you experienced?

**Developmental Supervision**

3. Describe the professional context of your school.
4. Describe collaborative culture in your school. Do teachers and administrators collaborate in supervision?
5. What can be done in schools to improve instructional supervision?

**Supervisory Approaches**

6. What supervisory approach(es) do you consider to be the most effective for you? Explain, please.
  - a). What positive characteristics are there in the approach you prefer?
  - b). Give examples, please.
7. What supervisory approach(es) do you consider to be the least effective for you? Explain, please.
  - a). What negative characteristics are there in the approach you selected?
  - b). Give examples, please.

**Professional Development**

8. How do you think supervision influenced your professional development?
9. How do you feel you have grown as a result of your supervision process?
10. Is there anything else you would like to share from your experience with supervisory practices?

APPENDIX C

Application to Ethics Committee and Ethics Approval

**University of Saskatchewan Advisory Committee on Ethics  
in Behavioural Sciences Research**

**Application for Approval of Research**

**1. Researcher's Summary:**

**Researcher:** Benjamin Kutsyuruba  
**Supervisor:** Dr. Patrick Renihan  
**Department:** Educational Administration, College of Education  
**Type of study:** Master's in Educational Administration (Thesis)  
**Timeline:** Phase I: Surveys, interviews – Canadian schools:  
 April, 1-30.  
 Phase II: Surveys, interviews – Ukrainian schools:  
 May, 1-31.

**2. Title of Study:**

Teachers' Perceptions of Supervision in Ukrainian and Canadian Schools

**3. Abstract:**

Entrance into teaching profession for the first time is marked with many new challenges and concerns. One of the most critical problems facing the profession is how to improve the development of beginning teachers. Supervision of instruction is designed to meet this development need in order to maintain effective education and provide sufficient resources for teachers.

The purpose of the study is to examine and compare beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in Canadian and Ukrainian high schools. Beginning teachers may have different views and preferences than experienced staff concerning the process of supervision.

This research will be accomplished through the following research questions:

1. What are the perceptions and preferences of Canadian beginning high school teachers regarding the supervisory practices which they experience?
2. What are the perceptions and preferences of Ukrainian beginning high school teachers regarding the supervisory practices which they experience?
3. What is the perceived relationship between these practices and teachers' professional development?

**4. Funding:**

The student researcher is receiving no outside funding to complete this research.

**5. Participants:**

The study will involve two groups of participants from Ukrainian and Canadian schools. The first group will consist of a sample of 20 beginning teachers in high schools in the area of Saskatoon, Canada, and 20 beginning high school teachers in Chernivtsi, Ukraine currently in their first or second year of teaching. The second group will consist of 25-30% of the beginning teachers randomly selected from first group sample.

Participants will be provided with the following information:

1. Permission granted by the appropriate administrative personnel of the School Division in Canada or Department of Education in Ukraine to conduct the research.
2. The nature of the study including the goals of the research.
3. Consent forms indicating the conditions of participation are to be completed prior to collection of data.

**6. Consent:**

Teachers will be asked to give their consent to provide information regarding their experiences and perceptions of supervision during their first two years of teaching. A letter of consent will be provided to each participant at the beginning of this study. The participant will indicate his/her willingness to participate through a signature. The letter of consent will include the individual's right to withdraw from the study at any time and also ensure the right to confidentiality. The letter of consent is attached with this proposal. Also attached is the letter to obtain permission from the school division where the study is to be conducted. The surveys require no identification of the participants. The instrument is to be sent to the participants and returned to the researcher by mail.

**7. Methods and Procedures:**

Data will be collected in two ways. First, participants will be asked to complete a survey related to supervision of teachers. The survey will be administered to a sample of 20 beginning teachers presently in their first or second year of teaching in selected high schools in the area of Saskatoon and 20 high school teachers in Chernivtsi. Selection will be conducted by purposive sampling. In Ukraine the study will be conducted in grades eight to eleven of secondary schools, which is the equivalent of high school grades in Canada. Consent forms, instrument, and return envelope will be delivered to participants in person by researcher. Upon completion of the survey, participants are asked to return the signed consent form and instrument (in the envelope provided) to the researcher by mail. A copy of the survey instrument is attached.

Second, a purposive sample of 25-30 % of responding teachers will be invited to participate in interviews. Semi-structured interviews will consist of approximately 10 questions. The interviews will be audio-taped and transcribed at a later date. The researcher will use the actual quotes of the participants in data analysis. A copy of questions for interviews is provided with this proposal. Procedures to maintain confidentiality will be followed.

**8. Storage of Data:**

Data will be kept on campus in the care of Dr. Patrick Renihan, Department of Educational Administration. It will be locked and stored according to University and Tri-council requirements. All materials will be securely stored for a period of five years and will not be accessible by outside individuals.

**9. Dissemination of Results:**

The results of this study will be disseminated in the form of a master's thesis. Bound copies may be used by professionals interested in examining or revising supervisory approaches currently in place in the schools. The results will be used as part of a Master's Thesis in Educational Administration and may also be used in a published article at a later date. However, identity of schools and teachers will be protected.

**10. Risk or Deception:**

The risk involved in this study is minimal and there is no deception involved. Participation in this study is voluntary. There is one researcher who will be handling all information that is collected. The interviews will be audio-taped and therefore will be performed in a closed environment to ensure confidentiality.

**11. Confidentiality:**

(a) Survey: Survey responses will be anonymous; hence the confidentiality of participants will be maintained.

(b) Interviews: Participants will be assured that the anonymity of their interview responses will be protected. Because of the small sample size, only the researcher will be aware of those invited to participate. Data will be gathered and presented using both aggregate reporting as well as direct quotations. Any reference to schools, other colleagues, or any other identifiable remarks will be carefully examined and changed as needed to ensure anonymity. All participants will be given pseudonyms and will not be identifiable in any way by school. All precautions will be taken to ensure confidentiality of the participants. All data from interviews will be labelled with pseudonyms and stored in separate sealed envelopes.

**12. Data/Transcript Release:**

Each participant will be given the opportunity to review the abridged transcripts of their interview audiotapes. Upon completion of the interview, each participant will be asked to sign a transcript release form. This form indicates that they agree with what they said in the transcript or what they intended to say. Participants also have the right, upon reviewing the transcript, to withdraw, change or add to any or all of their responses. A sample transcript release form is attached to this proposal.

**13. Debriefing and Feedback:**

Following the completion of the study, the participants, upon request, will be provided with an executive summary of the study. As well, the schools will receive a complete copy of the study.

**14. Required Signatures:**

Researcher: \_\_\_\_\_

Advisor: \_\_\_\_\_

Department Head: \_\_\_\_\_

**15. Contact Information:**

### Letter to Director of Education Seeking Permission for Research

Dear Director:

My name is Benjamin Kutsyuruba. I am currently working towards the completion of my Master's Degree in Educational Administration. My area of study is the supervision of teachers. The study is called Teacher's Perceptions of Supervision in Ukraine and Canada. The purpose of the study is to examine and compare beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in Canadian and Ukrainian high schools.

The teachers in your division's schools have been selected as part of the Canadian sample for this survey. My request is that you outline the schools with at least four full-time beginning teachers eligible to participate in the study. I have enclosed a copy of the survey for your perusal. The survey should take each teacher about 15 minutes to complete. Further study may involve interviews with a purposive sample of 25-30 % of responding teachers. Teachers will be interviewed once (approximately 30 minutes) and the interview will be audio-taped. It is my hope that you will allow your teachers to participate in the study. Completion of the survey and interview participation is voluntary, and the teachers are assured complete anonymity and confidentiality. This research has been approved on ethical grounds by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research on March 18, 2003.

If you are willing to have your teachers participate, please complete the attached form and return it to me as soon as possible. You may fax your response to: (306) 978-7832 Attention: Benjamin Kutsyuruba.

Thank you for your assistance in completing this study. Hopefully the results will contribute to better supervisory procedures for all teachers. If you are interested, I will gladly forward you a summary of the results of the completed study.

If you have any questions, please contact me at 966-7711 or [ben.kuts@usask.ca](mailto:ben.kuts@usask.ca) or my advisor, Dr. Patrick Renihan (966-7619), Head of the Department of Educational Administration, University of Saskatchewan, Saskatoon. Thank you for giving this request your attention.

Yours in Education,

Benjamin Kutsyuruba

I am willing to allow the teachers of School Division to participate in the **Teachers' Perceptions of Supervision and Its Relationship to Professional Development** survey and interviews. This research will be undertaken by Benjamin Kutsyuruba in the Department of Educational Administration at the University of Saskatchewan as partial requirement for a Masters in Education.

Director of Education

Date: \_\_\_\_\_

**Follow-Up Letter to Director of Education**

Dear Director,

I would like to use the following schools for my research. After receiving your permission, I will be contacting the following principals:

Thank you once again for your assistance.

Sincerely,

Benjamin Kutsyuruba

### Letter to Principal of Participating School

Dear Principal,

My name is Benjamin Kutsyuruba. I am currently working towards the completion of my Master's Degree in Educational Administration. My area of study is the supervision of teachers. The study is called Teacher's Perceptions of Supervision in Ukraine and Canada. The purpose of the study is to examine and compare beginning teachers' perceptions of actual and ideal approaches to supervision and their perceived connection to professional development in Canadian and Ukrainian high schools.

Your director has been informed about the intent of the study. Your teachers have been chosen as part of a Canadian sample that includes 20 beginning high school teachers around the area of Saskatoon. The survey should take about 15 minutes to complete. Further study may involve interviews with a purposive sample of 25-30 % of responding teachers. Teachers will be interviewed once (approximately 30 minutes) and the interview will be audio-taped. Completion of the survey and interview participation is voluntary and all respondents are assured anonymity and confidentiality. This research has been approved on ethical grounds by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research on March 18, 2003.

Thank you for your assistance in completing this study. Hopefully the results will contribute to better supervisory procedures for all teachers. If you are interested, I will gladly forward you a summary of the results of the completed study.

If you have any questions, please contact me at 966-7711 or [ben.kuts@usask.ca](mailto:ben.kuts@usask.ca) or my advisor, Dr. Patrick Renihan (966-7619), Head of the Department of Educational Administration, University of Saskatchewan, Saskatoon. Thank you for giving this request your attention.

Yours in Education,

Benjamin Kutsyuruba

### Introductory Letter to Survey Participant

Dear Colleague,

The supervisory process and teacher accountability has acquired increased international attention to educational accountability in recent years. Entrance into the teaching profession is marked by an initial period of challenges and opportunities. Supervision of instruction is necessary for effective teaching and professional development of beginning teachers. For completion of my Masters in Educational Administration, I am currently conducting a study to examine and compare beginning high school teachers' perceptions of real and ideal approaches to supervision and their outcomes for professional development in Canada and Ukraine.

The attached survey is designed to provide information regarding the supervision process as experienced by teacher in Canada and Ukraine. Also, relationship of supervision to professional development is investigated.

Please consider the following definitions before you begin the questionnaire:

**Supervision** is a developmental process between teacher and supervisor that provides support, feedback, and ideas for growth and improved teaching ability.

**Professional development** is a teacher directed process that occurs over time and leads to the personal and professional growth of teachers.

The information gained through this survey will be coupled with information gained from interviews to create understanding of instructional supervision as it is experienced by beginning teachers in Ukrainian and Canadian high schools. This process is very important as it sets the attitudes and skills for the duration of the teacher's career and professional growth.

You may also be asked to participate in the interview. If so, you will be interviewed once (approximately 30 minutes) and the interview will be audio-taped.

This research has been approved on ethical grounds by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research on March 18, 2003. According to guidelines set out by the Committee, your consent is implicit by signing the included consent form.

I wish to ensure complete anonymity of your responses. Your participation in this study is voluntary and you are free to withdraw from the study at any time. You have the right not to answer all the questions if you so wish. I hope that you will consider being part of this study. Your time spent on this questionnaire is very much appreciated, and hopefully the results will contribute to better supervisory procedures for Canada and Ukraine.

If you choose to participate, please send the completed survey in the attached envelope to the address above.

**Thank you for your cooperation.**

Sincerely,

Benjamin Kutsyuruba

**TEACHERS' PERCEPTIONS OF SUPERVISION AND ITS RELATIONSHIP TO  
PROFESSIONAL DEVELOPMENT**  
LETTER OF CONSENT FOR TEACHER PARTICIPANT

Dear, \_\_\_\_\_,

I appreciate your participation in the research study, Teachers perceptions of supervision in Ukraine and Canada. The study will explore the beginning high school teachers' perceptions of real and ideal approaches to supervision and their relationship to professional development. In order to protect the interests of the participants we will adhere to the following guidelines.

1. The researcher will interview you to discuss your experiences and preferences in supervision, and your understanding of connection between supervision and professional development.
2. You will be interviewed once (approximately 30 minutes) and the interview will be audio-taped and you will be free to turn off the tape at any time during the process. You have the right not to answer all the questions if you so wish.
3. The audio-tape will be transcribed and analyzed to discover major themes that were discussed. You will be presented with a "smoothed narrative" version of the transcription - where false starts, repetitions, and paralinguistic utterances are removed to improve readability. You will be asked to check the transcription to clarify and add information, so as to construct the meanings and interpretations that become "data" for later interpretation by me as researcher. You may delete anything you do not wish to be quoted within the study.
4. Participation is completely voluntary, and you may withdraw from this study at any time without fear of penalty or reprisal by the school, school division, or University of Saskatchewan. If you choose to withdraw, the audio tape recordings, transcripts and interview data will be destroyed.
5. Tape recordings and the results of this study will be securely stored with Dr. Renihan, Department of Educational Administration, and retained for a minimum of five years at the University of Saskatchewan, in accordance with University of Saskatchewan guidelines.
6. The results of the study will be disseminated in the researcher's Masters Thesis. Later, the study may be published as an article in a scholarly journal or presented at a conference. Your confidentiality and anonymity will be protected through the use of pseudonyms.
7. This research has been approved on ethical grounds by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research on March 18, 2003.

If you have any questions about your participation or your rights as a participant within this study, you may contact the Office of Research Services at the University of Saskatchewan at 966-2084, me at 966-7711 or [ben.kuts@usask.ca](mailto:ben.kuts@usask.ca), or my supervisor, Dr. Patrick Renihan, Department of Educational Administration., at 966-7619.

I, \_\_\_\_\_, understand the guidelines above, agree to participate in the study and have received a copy of the consent form for my records.

Date: \_\_\_\_\_

Participant's signature: \_\_\_\_\_ Researcher's signature: \_\_\_\_\_



**UNIVERSITY OF SASKATCHEWAN  
BEHAVIOURAL RESEARCH ETHICS BOARD**

<http://www.usask.ca/research/ethics.shtml>

**NAME:** P. Renihan (B. Kutsyuruba)  
Department of Educational Administration

**BSC#:** 03-900

**DATE:** March 25, 2003

The Behavioural Research Ethics Board has reviewed the revisions to the Application for Ethics Approval for your study "Teachers' Perceptions of Supervision in Ukrainian and Canadian Schools" (03-900).

1. Your study has been APPROVED.
2. Any significant changes to your proposed method, or your consent and recruitment procedures should be reported to the Chair for Committee consideration in advance of its implementation.
3. The term of this approval is for 5 years.
4. This approval is valid for five years on the condition that a status report form is submitted annually to the Chair of the Committee. This certificate will automatically be invalidated if a status report form is not received within one month of the anniversary date. Please refer to the website for further instructions: <http://www.usask.ca/research/behavrsc.shtml>

I wish you a successful and informative study.

A handwritten signature in cursive script, appearing to read "N. Jeffrey", written over a horizontal line.

Noreen Jeffrey for  
Dr. Valerie Thompson, Chair  
University of Saskatchewan  
Behavioural Research Ethics Board  
c/o Office of Research Services

VT/ck