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Instructional supervision: A case study of an exemplary  
model and how teachers and supervisors perceive it

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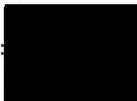
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# Instructional supervision: A case study of an exemplary model and how teachers and supervisors perceive it

Houda Ibrahim Sabra

## *Abstract*

The field of instructional supervision faces an urgent need to help teachers thrive in the classroom. Both instructional supervision and professional development have been identified as vehicles to enhance the performance of teachers. Based on a systematic process of instructional supervision at a private school in the south of Lebanon, this study describes how this process is conducted, elicits teachers and subject supervisors' perceptions of this process, and investigates how it contributes to the teachers' professional development. A case study methodology serves the study purpose and mixed research methods, qualitative and quantitative, are used to collect data that address the research questions. A questionnaire was developed and administered to elicit perceptions of all 80 teachers and 20 subject supervisors about their school's process of instructional supervision, semi structured interviews were conducted with a random sample of teachers and supervisors, school documents were analyzed, and observations were conducted during all the phases of the process. This helped achieve triangulation and increase the reliability of results. Questionnaire data were analyzed through the Statistical Package for the Social Sciences (SPSS), and interviews, documents and field observations data were analyzed qualitatively. Results indicate that although the process is well established and systematic, several misgivings were recorded and some recommendations were stated by participants.

Key words: Supervision, Professional development, Lebanon, Self reflection.

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# Chapter One

## *Introduction*

Instructional supervision is considered an important process in education, whose primary purpose is to support all teachers in their goal of teaching and development. This growth and development depend on a system that is usually built on trust and is supportive of teachers' efforts to be effective in their classrooms (Beach & Reinhartz, 2000).

In the past, instructional supervision was identified as a means to promote the performance and development of teachers. ".....The cornerstone of effective supervision is caring and progressively collaborative teaching between educators as developing adults" (Sprinthall, 1998). Developing effective instructional supervision practices is one key to promoting student achievement.

The process of supervising teachers has evolved from community groups "watching" the one room schoolteacher to the clinical models of implementation of the supervision (Pajak, 1993). The evolution of new models for supervision has reflected the changes in the focus of supervision itself. Supervision is "emerging as a key role and function in the operation of schools" (Sergiovanni & Starratt, 1998, p.4).

There is a wide range of supervisory approaches commonly adopted towards teachers in order to help them achieve their objectives such as mentoring, coaching, clinical, developmental, and differentiated supervision in addition to action research and portfolio development. Like any other technique used in human resource development,

these approaches have particular strengths and weaknesses, which may prove unsuitable for some people. This urges supervisors to adopt the approach that is most suitable for each teacher's level of development or supervisory style.

Many studies have shown that teacher quality has a major influence on long-term student achievement and consequently instructional supervision of teachers must be an important element of effective professional development programs (Wanzare & da Costa, 2000). To sum up, there's a need to be always trying to enhance instructional supervision of teachers for the purpose of supporting their professional growth which would have an impact on students' academic achievements and the success of the school as a whole.

#### *Purpose of the Study*

The researcher directs the educational planning and development department in the head office of an educational association which has a chain of schools in Beirut and other areas in Lebanon. These schools have a well established system of instructional supervision for teachers, so the study aims to describe this system and to examine teachers' and subject supervisors' perceptions in one of the association's schools in the south of Lebanon. For the purpose of confidentiality, I used a fictitious name: "Welcoming School". It also aims to investigate if this process is contributing to teachers' professional development. The significance of the study lies in the identification of teachers and subject supervisors' views regarding supervision, how these views impact the supervision process, and how, given the information, supervision could be improved. The views of those supervisors and teachers who are working together in the implementation of the supervision process can make an important

contribution for any improvement. By highlighting potential obstacles identified by both teachers and supervisors who are implementing this process, it is the researcher's intention that supervisors become better equipped at assisting teachers in the instructional setting.

### *Research Questions*

The below questions will guide this research:

- 1- How is the process of instructional supervision conducted with the teachers?
- 2- How do teachers and supervisors view this process?
  - a- What are the teachers' and supervisors' perceived challenges of the process?
  - b- What are the teachers' and supervisors' perceived benefits of the process?
- 3- How is this process contributing to the enhancement of the professional development of teachers?
- 4- How can the process be modified to meet the evolving needs of teachers and subject supervisors?

<b>Objectives of the study</b>	<b>Research Questions</b>
Describe the process of instructional supervision at one private school in the south of Lebanon.	How is the process of instructional supervision conducted at school?
Examine teachers' and subject supervisors' perceptions of the implemented process of instructional supervision.	1- How do teachers and supervisors view this process? a- What are the teachers' and supervisors' perceived challenges of the process? b- What are the teachers' and supervisors' perceived benefits of the process?
Investigate if this process is contributing to teachers' professional development.	How does this process contribute to the professional development of teachers?

<b>Objectives of the study</b>	<b>Research Questions</b>
Make suggestions to modify the instructional supervision process based on the evolving needs of the supervisors and teacher.	How can the process be modified to meet the evolving needs of teachers and subject supervisors?

### *Significance of the Research*

Effective instructional supervision has been linked to improved students' achievement and teachers' teaching practices. When supervisors provide appropriate supervision of instruction for teachers, the teaching / learning process is impacted positively. Supervisors need to seek effective supervision models in order to help teachers perform better and deliver instruction in the best ways that suit their students' needs and individual differences. Thus, the purpose of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement (Wanzare & da Costa, 2000).

This study is important for various reasons. To the researcher's knowledge, very few schools in Lebanon have a well written and documented process of instructional supervision with a guide and all its tools and instruments required for doing a scientific and comprehensive process of instructional supervision for teachers. The process under investigation was an outcome of the ISO 9001:2000 system which urged this educational institution to write all its processes and procedures and do frequent improvement revisions for them. This revision is done through auditing, and it is usually done twice per year by an internal committee and another by an external committee which submits a report to the head office highlighting the things that need to be worked on more and the things that are found in place and being implemented as required in the written

procedures of the system. The school also should show that continuous revision for processes and procedures is being done and improvements are occurring on a regular basis. Improvement of the supervision process happened only if teachers, supervisors, or other academic staff raised some written complaints which were shown in the auditing. This improvement, if done, was based on one internal source of data only. This supervision system under investigation is applied in all schools established by the association, yet the researcher chose to collect data from one school to elicit views of teachers and supervisors who have worked on the implementation of this process more than some other schools related to the same association.

The researcher navigated through the database of both Lebanese American University and American University of Beirut and found rich literature and a model of instructional supervision derived from the literature. However, no research has been found about such a case study of a comprehensive, well written, and documented system of instructional supervision and how it is implemented, perceived and improved in one private school in Lebanon. Moreover, there is relatively little research that focuses on the perspectives of those who supervise teachers.

### *Research Context*

The research was conducted in a private school in Lebanon. Its mission is to raise and educate orphan children mainly, but it also provides education and services for non orphans. The school also provides services for the needy people whether they are children or adults and for challenged students (with special needs). This school is among other schools related to the same educational association with the same mission focusing

on quality education. The school has a special program for non Arabic speaking students and caters for approximately 1500 students from Nursery classes till third secondary. It consists of 125 academic staff including teachers, subject supervisors, floor supervisors, heads of cycles, and other administrative staff that are considered supportive of the academic divisions. There are also about 30 people who are considered as non academic staff. This school follows the active, discovery and inquiry learning strategies which urge the whole staff to be always undergoing training inside and outside the school. The supervision process that is implemented in this school aims at improving teachers' performance through a sequence of five steps that are applied with teachers from the beginning of the year. This process follows a model which can be described as a developmental clinical approach with a coaching, collaborative, supportive and collegial framework. Supervisors are expected to be applying the steps of the process with all teachers, whether novice or experienced, taking into consideration the variations according to their professional needs. Follow up of teachers' performance and professional development is part of the steps required in this process.

Supervision of instruction has always been present in this school, yet it wasn't written and documented in the way that is present now. Documentation for each step in the process is required by supervisors through pre determined forms and observation tools. This documentation obliged subject supervisors to write and archive every single step of the supervision process with each teacher. The school has ready files for each teacher that show development from the time of the induction program that she went through till the time of performance appraisal at the end of the year.

### *Definition of Terms*

For the purposes of this study, the following definitions were used:

1. *Instructional supervision*: A process in education whose main purpose is to support teachers in their career growth and development. This growth and development depend on a system. Its main elements are trust and support for teachers to be more effective in the classrooms (Beach & Reinhartz, 2000).
2. *Developmental supervision*: A model of supervision that views individual teachers on different levels of growth and development (Glickman & Gordon, 1998). The developmental approach may use a directive, collaborative, or non-directive style of supervision.
3. *Differentiated supervision*: Differentiated supervision was first proposed by Glatthorn, 1984. It “is an approach to supervision that provides teachers with options about the kinds of supervisory and evaluative services they receive.” (Glatthorn, 1997, p.3). The basic premise in differentiated supervision is quite simple: Different circumstances and different teachers require different approaches (Daresh & Playko, 1995). In differentiated supervision, as Glatthorn emphasizes, the term “supervisor” denotes any professional providing the supervision services, including supervisors, principals, or experts peers (Glatthorn, 1997). This broad view of supervision presents it as process rather than a job. The supervisor, from this perspective, is not only the one who is in the position of “supervision”, but also any one who practices the process of supervision.

4. *Perception*: “The definition of perception is the process of interpretation” (Engell & Snellgrove, 1989), and this study focuses on the perception of teachers and supervisors’ views of the process of instructional supervision.
5. *Professional development*: This is a long and continuing process that happens over a period of time for the purpose of teachers' professional growth. Professional development is an important element of teacher education. This development is for the sake of improving teachers’ instructional methods and their ability to adapt instruction to meet students’ needs (Wanzare & Da Costa, 2000).
6. *Clinical supervision*: A process that fosters collegiality. It is rich with opportunity for increasing effective instructional practices through leadership. It is based on a coaching model that regards teachers as capable of reflecting on and then improving learning outcomes using data collected during a lesson. Pre- and post- conferences focus on both the observer and the teacher being observed with regard to effective classroom practices and the means of improving learning (Glickman et al., 2004; Black, 1993; Nolan, Hawkes, & Francis, 1993; Veenam, 1996).
7. *Peer coaching*: A process of supervision in which teachers work collaboratively in pairs or small teams to improve instruction (Beach & Reinhartz, 2000). Generally peer coaching happens in the classroom where one teacher observes and the other provides feedback.

8. *Mentoring*: "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).
9. *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 mentoring and coaching relationships.
10. *Classroom walkthroughs*: Classroom walk-through is used only for short, focused and informal visits to the classroom that are not formal data-gathering situations. Walk-throughs are frequent visits used by the observer to better know the teacher's decision making approach to curricular and instructional decisions (Downey et al., 2004).
11. *Subject supervisors*: A subject supervisor at Welcoming School is an experienced teacher who follows up on the subject delivery, teachers' instructional practices and professional development, students' academic achievement in the subject matter that she's responsible for, and curriculum development and implementation.
12. *ISO 9001:2000*: The International Organization for Standardization (ISO) was founded in Geneva in 1947. The original purpose of the organization is to provide standardization of technical specifications for products traded in the international marketplace. ISO 9001:2000 is an internationally recognized standard for quality management; ensuring organizations have proven

processes in place to meet customer requirements (West, Cianfrani, & Tsiakals,2000)

13. *Quality Management System*: A QMS can be defined as “A set of coordinated activities to direct and control an organization in order to continually improve the effectiveness and efficiency of its performance” (Gitlow, 2000).

#### *Assumptions of the Study*

In conducting this study it was assumed that:

1. The school has a policy and practice for instructional supervision.
2. Instructional supervision is a form of professional development
3. Supervision, in one form or another occurred in the participants’ school.
4. Teachers and supervisors were aware of, and have participated in supervisory practices in their schools.
5. Teachers and supervisors believed that the supervisory process was valuable.
6. Teachers and coordinators were the best source of data for this study.
7. Participants’ responses reflect their perspectives honestly and accurately.

#### *Organization of the Thesis*

Chapter one introduced the reader to the concept and importance of instructional supervision and the different supervision models and practices. It also highlighted the connection between instructional supervision and teachers’ professional development. In addition, the research questions, significance of the research, context of the research, and assumptions, were presented along with the definitions needed for the completion of the study. Chapter two is a review of the literature related to instructional supervision, the

different approaches to the supervision process, and their relation with professional development. Chapter three explains the research methodology and the research instruments used in the study. Data analysis and results are presented in chapter four and discussion of findings is presented in chapter five. A summary of the study, conclusions, recommendations for practice, modifications to be done in the instructional supervision process in the school where the research was conducted and recommendations for further research are the focus of chapter six.

## Chapter Two

### *Review of 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)

The concepts of instructional supervision and professional development are linked and must exist together to increase teachers’ skills and abilities. Instructional supervision, as a professional growth activity, can be connected to professional development activities. This can enhance teacher performance in the classroom and build the skills of the teacher as a professional to support student learning.

Understanding teachers and subject supervisors of the instructional supervision process allows for insights into whether there is a need for change within the school. This chapter provides an examination of the body of literature on the concepts of instructional supervision and professional development.

### *Concept of Instructional Supervision*

Nolan and Hoover (2004) defined teacher supervision as “..... an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning” (p.26). The basic purpose of the supervision of teachers is to enhance the educational experiences and learning of all students. To achieve the goal of enhancing learning and promoting teacher growth, a supervisory activity must include policy- directed collaboration with the assumption that teachers are intelligent, professional, and committed to the enhancement of their instructional performance (Renihan, 2004).

In past decades, teacher supervision systems that have been in place were based on the clinical model and had a top down approach. These systems have been complicated and unhelpful for teachers who are trying to improve their professional practice (Danielston & McGeal, 2000). Traditional methods of instructional supervision focused on feedback from supervisor who focused on the qualities of the classroom environment more than on improving teaching and learning (Aseltine et al., 2006). In fact, Duffy (2000) stated that there was no evidence when instructional supervision was used that it was effective for improving instruction. The research field of supervision has voiced dissatisfaction with traditional models of supervision and a need for new approaches that enhance teacher professional growth (Silva & Dana, 2001).

According to Marshall (2005), there are five reasons why traditional clinical supervision systems are not effective. First, the micro evaluations of individual lessons do not carry much weight. Secondly, Marshall pointed out that lessons which principals observed were not typical lessons conducted by the teacher. The observation of isolated lessons gave an incomplete picture of instruction. Fourth, teacher isolation was reinforced by supervision practices. Finally, most principals were too busy to do a good job on supervision.

Traditional clinical supervision has contributed to the growth in professional knowledge of teacher's instructional skills. However, as Aseltine, Judith, & Regazio-DiGilio (2006) indicated, these models were more of compliance rather than building instructional capacity. The need for an alternative model to the traditional approach is a result of several factors, including the following:

1. Shift in education from the focus of teaching to learning.

2. An increasing expectation of accountability.
3. Education literature and professional development initiatives are focusing on data-based decision making.
4. Traditional models focus on the process of teachers' work rather than on its outcome.
5. Traditional emphasis on instructional processes limits teachers' professional growth.
6. Traditional models may not link instruction and student learning or provide for differentiated instructional contexts.
7. Traditional methods of teacher evaluation rarely helped to make a link between professional growth and student learning.

Teacher perceptions of clinical or traditional methods of supervision have been that of resentment and caution (Gullatt, & Ballard, 1998; Townsend, 1987). When there is a perceived discrepancy between the stated purposes and emerging practices, teachers are less inclined to make a full commitment to the process (Townsend, 1987). In fact, teachers tend to believe that a traditional supervisor in their classroom indicates they are being evaluated, rather than being offered support (Roberts & Pruitt, 2003). Supervision has often been a one-size fits all approach. Diaz-Maggioli (2004) insisted that most supervisory practices include evaluation, whether implicitly or explicitly.

#### *Qualities of Instructional Supervision*

Four variables affect the classroom performance of teachers (Glatthorn, 1997). Organizational factors, instructional supports, student factors, and teacher factors all impact the professional performance of a teacher. A strong supervision process should

take into consideration the four variables. There is acknowledgment in the area of supervision that a contextual shift in supervisory policy is occurring. Education is moving from a system-level management and supervision of teachers to school-site management and empowerment of learners (Renihan, 2004). Rather than abolish supervision altogether, efforts need to be made at identifying the flaws of current supervision practices and address them (Alfonso, 1997).

According to Wanzare and Da Costa (2000), the literature defines four strategies for improving the professional growth of teachers through instructional supervision. First, there is administrative support for ongoing staff development supported by modeling, coaching and collaborative problem solving. Second, teachers need to be involved individually and collaboratively in the tasks of teaching, observation, assessment, and reflection. Third, supervisors should match appropriate supervisory approaches to teachers' developmental needs with the ultimate goal of the teacher to be self-directed; and finally organizational leaders have to work to build a culture of values for professional and collegial relations among participants

Instructional supervision processes must meet the unique needs of all teachers being supervised. From the beginning teacher to the well experienced teacher, instructional supervision must provide a variety of opportunities for each teacher (Nolan & Hoover, 2005). However, the standards and procedures expected of the first-year teachers is exactly the same as experienced teaches the moment the new teachers enter their classroom (Danielson & McGreal, 2000). Nolan and Hoover (2005) identified seven essential skills of classroom-based supervision. Some of these skills include:

1. Building trust and positive communication.
2. Encouraging continuous reflection and inquiry into teaching.
3. Collecting systematic data.
4. Interpreting and using the data.
5. Conferencing.
6. Fostering a school wide climate that values community, collaboration and continuous growth.

Aseltine et al. (2006) developed a new model of instructional supervision and evaluation called Performance-Based Supervision and Evaluation. The model's strength is in the conversation between the teacher and the supervisor as they collaborate to enhance the teacher's instructional capacity to improve student learning in essential skills, knowledge and dispositions.

In order to develop a strong process for supervision, the underlying reason should be considered. The underlying reason is built on teacher quality or effectiveness. Effective teachers, as Stronge (2002) stated, are dedicated to students and to the job of teaching while working collaboratively with other staff members. These teachers continuously practice self evaluation and self-critique as learning tools.

In developing a new supervision system, McGreal (1983) suggested that a school division starts with the contact between the supervisor and the teacher. Systems that work best impose the least amount of obstacles upon that relationship. According to Rettig (1999), teachers should be given the opportunity to provide feedback through supervision to each other. Empowering teachers in peer supervision provides personal accountability and meaningful feedback through dialogue and analysis of the

observations. The teachers converse more about their instruction and methods they would like to try (Rooney, 2005). Good principals, according to Glanz (2005), frequently involve teachers in instructional dialogue and reflective practices so they are prepared to improve the academic performance of their students.

### *Purposes of Supervision*

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), explaining the reasons for supervision, "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) noted that the purpose of supervision is to improve teachers' professional growth by providing them with feedback regarding effective classroom practices. Supervisors can improve these purposes by using different kinds of supervisory strategies with various teachers just as effective teachers must use a rich methodology to reach all their students. There is a clear understanding among educators that teachers have different backgrounds and experiences and different abilities (Beach & Reinhartz, 2000; Glickman et al., 1998; Wiles & Bondi, 1996). Thus, effective supervisors must implement a framework that matches the strategies to the unique characteristics of the teacher. Matching supervisory approaches to individual needs increases the motivation and commitment of teachers at work.

### *Current Trends and Models of Supervision*

Building on the historical perspective of Pajak (2000), there are some major influences on the present practice of supervision that have roots in the literature. In this section of the paper, the researcher will look at models that have had, and are still having, important effect on the current practice of supervision, as well as studies that have been conducted to support theory development.

### *Differentiated/ Contingency Models*

“Teacher supervision was described as the developmental process of teacher improvement” (Glickman et al., 2001). Glickman (1981) and Glickman et al. (2001) suggested that, supervision must be conducted according to the level of conceptualization and the level of commitment of the teacher involved. A number of research efforts have supported Glickman’s theory and model of supervision.

Ralph (2000) conducted a study of “supervision in context” in which supervisory style was matched to supervisee readiness. Ralph’s study showed that when there was a match between supervisor style and supervisee placement on a developmental grid, teacher skill development was enhanced.

Barager (2000) argued that developmental supervision was a major tool in teacher motivation. Her thesis was that developmental supervision, implemented by a principal as a discovery process, would be a strong motivator for teachers. Barager connected developmental supervision to transformational leadership, noting that “developmental supervision is the process by which an individual, usually the principal, helps teachers become more proficient with their tasks” (p.47). In an outline of the literature on supervision and staff development, Wanzare and Da Costa (2000) concluded that,

“supervision and staff development are inextricably connected and that supervision is an important vehicle for staff development”.

Glatthorn (1990) and Glickman (1981), looked at a differentiated model of teacher supervision. Glatthorn suggested a self-directed approach where teachers were largely involved in setting the direction of their own supervisory process. He defined self-directed supervision as a process wherein teachers guide their own professional growth (Glatthorn, 1990, p.149). To enhance the learning of teachers, Glatthorn believed there must be significant commitment to the supervision process by those involved. He said that when there is effective supervision of instruction, administrators, team leaders, and teachers collaborate in offering supervisory services that result in continuous feedback to teachers, that focus on instructional improvement, that highlights student achievement, and that foster collaboration and cooperation (Glatthorn, 1990).

### *Collaborative Models*

Good and Brophy (1987) noted that classrooms are busy places and teachers have little time to reflect on what they are doing. They suggested that observation in classrooms can help to address some of these issues through the development of language to identify specific classroom behaviors and practices. They felt that peer observation and collaborative practices were underutilized as mechanisms to enhance the instructional process.

Sullivan and Glanz (2000) examined five cases of alternative approaches to supervision: mentoring, peer coaching, portfolios for differentiated supervision, peer assessment (selection, support and evaluation), and action research. Two main conclusions for the direction of supervision in the future resulted from this research

effort: (a) it will reinforce a democratic conception of supervision based on collaboration, participatory decision-making, and reflective practice, and (b) it will require visionary leaders, who promote these beliefs and values and who work with their teachers to construct a supervisory program that will improve teaching and learning.

The work of Joyce and Showers (1998) identified the importance of coaching in the classroom. Their writing on “transfer” of changes or implementation of new instructional strategies into teaching practice emphasized the benefits of instructional supervision or coaching. “Coached teachers generally practice new strategies more frequently and develop greater skill in the actual moves of a new teaching strategy than do teachers who have experienced identical initial training” (Joyce and Showers, 1988, p.88). They argued that supervision is compatible with staff development and should be separated from evaluation. They recommend both preservice and inservice teachers to observe other teachers “analyze their teaching, and plan together the best choices of content and process for specific instructional objectives must be structured into the workplace” (p.77). On a similar note Glanz (2005) noted, “Good principals continually engage teachers in instructional dialogue and reflective practices so they are best equipped to improve the academic performance of all their students” (p.17).

Similarly, Goldstein and Noguero (2006) advocated for a process called “peer assistance and review” that improved teachers' skills. Bushman (2006) argued for a peer focused “walk-through” (p.58) program that changed supervision to be more thoughtful and meaningful. In a study of peer supervision through autobiography, Ike (1996) found the process a beneficial learning experience for teachers, but time consuming.

In a study of peer supervision through a formal program, Wallace (1998) argued that collegiality and professional growth were not a direct result of a peer supervision. Wallace concluded that these types of programs could grow to be ritualistic and not emphasizing teacher skill improvement, if strong curriculum leadership were not in place. Koehler (1996) stated that collegial supervision programs will not succeed without collegial planning. He recommended choosing one or two areas for professional development, which are to be collaboratively determined, then linking those areas to collegial observations and administrative evaluation. Without all these components, peer collaboration would not work.

A number of studies have explored peer or collaborative supervision as an effective type of supervisory or classroom coaching activity (Dell'olio, 1998; Geave, 1997; Greene, 1992; Hyun & Marshall, 1996; McBride & Skau, 1995; Munson, 1998; Wallace, 1998; Zepeda & Ponticell, 1998). All found positive correlation between collaborative supervisory practices and some aspect of teaching or learning success. This amount of research with similar conclusions offers strong support for collaborative supervisory practices.

Dell'olio (1998), Hyun and Marshall (1996), and McBride and Skau (1995) studied the value of reflective practice, and results showed positive relationships between reflective practice and professional learning. They also found that there was greater ability to practice the demanded tasks of professional educators.

In a case study of teacher evaluation and supervision at a high performing urban elementary school, four themes were identified to have the greatest impact at the school site on student achievement (Hillyer, 2005). These four themes were staff collaboration,

high quality leadership, professional development, and an emphasis on student achievement. Varley (2005) made the association between principal leadership, collaborative supervision, and student achievement. She said, “By being visible in classrooms via informal and formal observations, the instructional leader can improve teaching and learning through supervision” (p.15). Florence (2005) also stated that:

“A significant of research suggests that teacher quality can positively impact student learning and teacher supervision programs can improve teacher quality. These teacher supervision programs are collaborative and emphasize formative over summative feedback” (p.167).

In conclusion, a number of studies have shown results that indicate a link between instructional supervision and the learning of students. This potential correlation makes the process of supervision critical in schools.

#### *Providing Options for Teachers*

The practice of instructional supervision appears to be a debatable issue in many educational articles. Sergiovanni and Starrat (1998) stated that schools need to provide teachers with choices in supervisory approaches. The approaches may differ for beginning and experienced teachers. Sergiovanni and Starrat (1998) noted that these models of supervision refer to direct face-to-face contact with teachers with the purpose of improving instruction and increasing professional growth. The move 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) noted that new models that strengthen teaching and programs for novice teachers are proving to be effective. As Sullivan and

Glanz (2000a) stated 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”. Proper implementation of such approaches to supervision “can enhance teacher's professional development and improve instructional efficiency”.

The following review compares between both traditional and alternative approaches to supervision that can be considered more effective for teacher effectiveness. These approaches include clinical supervision, developmental approach, collaborative development, self-directed or reflective development, portfolios, and professional growth plans. Administrative monitoring is also included in the review though it cannot be considered as an option for teachers.

### *Clinical Supervision*

Clinical supervision is a systematic, cyclic, and sequential supervisory process that requires the interaction between the supervisors and teachers. One of the pioneers of clinical supervision, Cogan (1973), described clinical supervision as based on classroom events and “The analysis of these data and relationship between teacher and supervisor from the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behavior” (p.9)

Clinical supervision, or intensive development (Glatthorn, 1990), was also 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 type of supervision has been traditionally seen as an intensive skill-focused process that involves a five-step cycle. Researchers (e.g., Goldhammer et al., 1980, 1993; Tanner & Tanner, 1987) provided a form 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 novice and experienced teachers seeking improvement of their performance, and teachers facing difficulties.

Sergiovanni and Starratt (1998) described clinical supervision as more formative than summative in its evaluative approach of the practices of beginning teachers. It depends on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes a process that includes the ideas of the teachers as they try to meet their own educational goals in teaching and focuses on self- and collegial evaluation. Finally, clinical supervision focuses on the professional improvement of the teacher that “guarantees quality teaching and schooling for students and the public”(Sergiovanni and Starratt, 1998, p. 230).

Supervision should be a relationship between a supervisor and a teacher that is based on mutual trust, through the setting of goals and objectives which gives freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision can be implemented to best improve teaching (Goldhammer et al., 1993). Some themes that are important in clinical supervision include "teachers control over the

end products", "over decisions that are important for their teaching practices", permanence in the supervisory process", "non judgmental observational data", and engagement in reflective practice (Nolan, Hawkes, & Francis, 1993). Supervisors who implement clinical supervision should consider the views of teachers. This intensive development is a way of enhancing teacher growth in self-guidance and self-confidence by motivating teachers to make instructional decisions.

### *Developmental Supervision*

Developmental supervision is built on the grounds that human development is the main purpose of education. This model assumes that as supervisors work with the teachers, they need to match their support to teachers' development levels, and they also need to allow teachers to take responsibility for their own improvement. Furthermore, supervisors must be knowledgeable about and responsive to the development stages of teachers (Reiman & Thies Sprinthall, 1998).

Similarly, Tanner and Tanner (1987) noted that, "in this approach supervisors would employ three leadership orientations with teachers, namely directive, collaborative, and non- directive". Glickman et al., (1998), in describing the developmental process, talked about four styles the supervisor may implement: 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 work between the supervisor and the teacher. In the directive informational style, the supervisor standardizes 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 alternative actions. In a non-directive style, supervisors view teachers as having the ability of solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, and problem solving. The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals.

### *Collaborative Supervision*

“Partnerships, collegial, and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers” (Beach & Reinhartz, 2000). Reflective practices are in the core of all collaborative approaches to supervision.

*Peer coaching.* 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”. During peer coaching, beginning teachers collaborate to develop new ideas about teaching, and, expertise (Glickman et al., 1998). Peer coaching can use groups of teachers who provide support and encouragement to each other. The supervisor is viewed as a facilitator working with groups of teachers.

Peer coaching is very important for beginning teachers. Ebmeier and Nicklaus (1999) noted that peer coaching programs decreased the time load on principals of both regular and collaborative supervision and increased collaboration among teachers. Showers and Joyce (1996) stated, " peer coaching helped all participants; furthermore teachers introduced to the new models could coach one another..."(p. 14).

*Cognitive coaching.* It is somehow similar to peer coaching but differs in that peer coaching focuses on new ideas in curriculum and instruction, whereas cognitive coaching focuses at improving the current practices (Showers and Joyce, 1996). Cognitive coaching may join up teacher with teacher, teacher with supervisor, or supervisor with supervisor, but when two educators in similar positions are involved, 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 expand their repertoire of teaching styles, exploring untapped resources within themselves". Its three components are planning, lesson observation, and reflection (Beach & Reinhartz, 2000). Each of the elements needs enough time to be successful.

*Mentoring.* Many novice teachers enter the classroom with only small opportunity to interact with students and more independently, learn from experienced teachers (Smith, 2002). But recent research studies and many publications have addressed mentoring in teacher professional development and described it as a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and non judgmentally to study and deliberate on ways instruction in the classroom may be improved". (Sullivan & Glanz, 2000b).

### *Self- Reflection*

“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 & Starrat, 1998). Reiman and Thies- Sprinthall (1998) noted that the most important element of self-assessment is the ability to reflect on one's experience as a teacher. As Glatthorn (1990) suggested that self-directed development enables teachers to set their own professional growth goals, find the needed resources, and follow the steps for achieving the set outcomes. In order to improve instructionally, teachers learn to examine their own classroom behavior.

### *Portfolios*

A teaching portfolio is a teacher collection of artifacts, testimonials, and educational productions that represent the teacher's professional development and abilities (Riggs & Sandin, 2000). A professional portfolio can serve many different purposes. Although the portfolio can be time-consuming to construct and uneasy to review; it not only documents the development of new 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). Portfolios can be used to support and enrich mentoring and coaching relationships (Sullivan & Glanz, 2000b). Teachers compile portfolios to demonstrate their achievements and growth and document their professional development (Wolf, 1996).

### *Professional Growth Plans*

Professional growth plans are popular in teacher supervision and staff development (Fenwick, 2001). In the past teachers participated in individual goal-setting activities, which now are referred to as professional development plans (McGreal, as cited in Brandt, 1996, p.31). The teachers are expected to reflect on their professional goals and become effective participants in the assessment process by describing planned outcome and plans for achieving the goals. Teachers select the area in which they wish to improve their skills, put their plan in writing, including where to obtain the knowledge, what workshops they need, what books and articles they will read and how they will start practice activities.

### *Administrative Monitoring*

“Administrative monitoring is a process by which the supervisor monitors the staff through brief unannounced visits, simply to ensure that the teacher' responsibilities are carried out properly”(Glatthorn, 1984). While many books on supervision emphasized the ineffectiveness 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). The administrative method is efficient when there exists a mutual trust between the teachers and administrator, and when implemented by a trusted leader.

### *Connection between Supervision and Professional Development*

During the past years, instructional supervision has been identified as a way to improve the performance of teachers in professional roles. Being a true "professional" demands that a teacher is capable of making suitable decisions and providing quality

services. It also requires the teacher to be in regular follow up of better instructional practices and methodologies. Thus, supervision of instruction is closely linked with professional development. This link has been the theme of several studies in recent decades (Beach & Reinhartz, 2000; Glickamn et al., 1998; Wanzare & Da Costa, 2000). The importance of the relationship 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).

#### *Instructional Supervision as a Professional Growth Model*

One main purpose of supervision is to engage teachers and supervisors 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). However, top-down conventional relations and strategies are not favorable in such a process. Trust and shared authority between teachers and supervisor are preferred. Teachers need supervisors who listen and respond to their needs and concerns (Garubo & Rothstein, 1998). Zepeda and Ponticell (1998) found that when teachers were made more aware of their own teaching practices, teachers could determine a need for change. The role of the instructional supervisor is to work as facilitator rather than to act as the expert of instruction (Roberts & Pruitt, 2003). A supervisor should be a guide, facilitator or collaborator (Glanz & Sullivan, 2000) engaging a teacher in reflective practice. The

change in the role of the supervisor from judge to colleague is what is necessary according to Starrat (1997) to improve the relevance of supervision.

The personal and professional growth of teachers has a direct impact on student learning, teacher self-confidence, and classroom behavior (Dollansky, 1998). Glatthorn (1997) suggested that teachers need to have more control over their professional development. Fear, lack of trust, and bureaucratic practices were some of the barriers to real teacher improvement (Edwards, 1995).

By allowing a more personalized approach, supervision can help teachers to grow in a meaningful way that is respectful of their career stage, learning style and life circumstances. Action research, a cutting-edge practice, is used to encourage teachers to reflect, improve, and refine teaching and therefore is an integral component of any instructional supervision program (Glanz, 2005).

Wanzare and Da Costa, after reviewing the literature, found the following connections between instructional supervision and professional development: both use data; staff development is necessary for effective supervision; both have a focus on helping teachers become more effective; both are a judgment-free process in a non-threatening atmosphere; both may be provided by teachers, supervisors and administrators; and finally both promote a sense of ownership, commitment, and trust toward instructional improvement.

Professional development can be defined as a career-long process in which educators fine-tune their teaching to meet student needs (Diaz-Maggioli, 2004). Professional development support and promote professional growth which enhances student learning. Therefore, student learning is a goal of both professional development

and instructional supervision (Regan, Anctil, Dubea, Hofmann, & Vaillancourt, 1992). Sullivan (1997) indicated that professional development is similar to supervision to the extent that both aim to promote teacher development and student achievement.

Lindstrom and Speck (2004) indicated that professional development is a lifelong, collaborative learning process that supports the growth of individuals, teams, and schools through a daily, job-embedded, and learner-centered approach. Lindstrom and Speck were able to identify key components of high quality of professional development. They found that professional development deepened teachers' content knowledge and strengthening effective teacher practices while being centered on the teacher as an adult learner. Teachers required ongoing inquiry, practice and reflection through collegiality and collaboration. Bunting (2002) stated that the three keys to professional growth include collegiality, reflection and life experience. These keys empower teachers to direct their own professional growth.

#### *Professional Growth through Reflection*

Professional growth has been identified as a goal of professional learning communities, instructional supervision and professional development. In this part, I will present perspectives based on the literature on reflective thinking as a necessary component for professional growth.

The concept of reflectivity in education is attributed to the work of John Dewey as he promoted reflective thinking in teachers to help clarify purposes, focus on methods, and improve the quality of teaching (Tauer & Tate, 1998). Reflective thinking is the process of making informed decisions and analyzing the consequences of those decisions (Taggart & Wilson, 1998). It is a meaningful and effective professional

development strategy (Ostermann & Kottkamp, 2004) that has the potential for profoundly changing the way we make sense of our experience of the world, other people and ourselves (Mezirow & Associates, 1990). Research over the last two decades suggests that reflection is the centre of effective educational practice in that it considers the cognitive, social, and moral implications of teaching (Pedro, 2006).

Oysterman and Kottkamp (2004) stated that reflective practice is different from traditional professional development in that reflective involves creating and applying knowledge in effective and appropriate ways. Sharp (2003) suggested that "...reflective practice and thinking should influence teachers' pedagogical methods. As teachers become more accountable in an attempt to understand why, what, and how they measure their quality of instruction, reflective thinking is an essential component" (p. 246). In fact, the opportunity for reflection not only maximizes learning, but it improves teaching as well (Martin-Kniep, 2004).

Reflection is an important characteristic of good instructional supervision (Glanz & Sullivan, 2000). Teachers need the time and ability to reflect on their work with students (Garubo & Rothstein, 1998). Having teachers reflect on teaching requires teachers to consider the daily work and making a conscious effort to see themselves as students would see them or as an observer in their classroom would (McEntee et al., 2003).

#### *Fostering Professional Development through Supervision*

"Supervision and professional growth are linked processes", (Jonasson, 1993). According to Sullivan (1997), both fields are linked and "can and should overlap as needs and local preferences dictate"(p.159). McQuarrie and Wood (1991) identified one

such connection: Data from supervisory activities can be used in the planning and implementation of staff development to improve instructional practices. Staff development is a requirement for effective supervision and may be used to train teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and keep effective supervisory practices. McQuarrie and Wood also noted that, “ both focus on teacher effectiveness in the classroom, both are judgment-free processes, and both promote in their participants a sense of ownership, commitment, and trust toward instructional improvement”.

#### *Integrating Supervision and Professional Development*

Staff development is a requirement to effective supervision and may be used to train teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices. The relationship between supervision and professional development has changed and become more important in recent years. Sergiovanni and Starratt (1998) stated that, “improvements occur by providing formal and informal training for teachers. Recently professional development replaced in service programs to give teachers key role in deciding on their professional development.

"Planning and conducting effective professional development programs should be based on and directed by research and best practice” (Wood & Thompson, 1993). Professional development needs to differ for beginning and experienced teachers, and individual programs should be developed to meet these needs. Many concerns of the beginning teachers are fatigue, work overload, and demands of being a new teacher.

In sum, for professional development to be significant to both the novice and experienced teachers, and to guide to the renewal and instructional improvement "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" (Glickman et al., 1998).

### *Summary*

Many educators have studied the topic of instructional supervision in recent years, and they reached the conclusion that no one model of supervision has been developed.

Having examined various models in this review, it can be affirmed that a mixture of different types and styles of supervision, such as clinical, collaborative, developmental, and self-directed can offer a firm ground for effective instruction. Supervision can also improve the personal and professional development of teachers. Professional development is dependent on the suitable supervision approach, and can profit from it.

Inspectorial supervision showed to be unproductive in the past years. On the other hand, supervision is seen as a collaborative process between the supervisors and teachers. Administrators and teachers need to cooperate to achieve the best results in teachers' professional development. Effective supervisors need to ensure a constructive, collegial atmosphere during the supervisory process, give chance to teachers to select the appropriate model, and value the professional dialogue that occurs.

Supervisors can use a range of approaches to evaluate and improve teachers' performance. Alongside with traditional models of supervision, different approaches

showed to be very effective in professional growth and development of teachers. Most of the techniques used nowadays are collaborative in nature. They stress collegiality and mutual help and respect and interaction of teacher eager to instructionally and professionally improve.

Teacher's level of growth must be taken into consideration in order to provide suitable approaches. The professional needs of each individual teacher should lead the choice of the supervisory practices. Novice and experienced teachers should be dealt with the suitable approaches. It is the supervisor's role and responsibility to assist the professional development by examining needs of each individual teacher through mutual communication with them.

Teachers and supervisors have to work as a group of professionals being aware of the goal of supervision, which is the enhancement of learning and classroom instruction. "The planning and administration of effective staff development programs should be grounded in and guided by research and best practice" (Wood & Thompson, 1993). Such foundation should result in staff development that enhances school improvement, a school culture that is supportive of change, and individual and institutional professional learning. The instructional supervision of teachers should be an important element of an effective and comprehensive teacher professional development program.

## Chapter Three

### *Research Methodology*

The purpose of this chapter is to provide a description of the research methods that were utilized in this study. In this chapter, the research design, data collection processes, and data analysis strategies are presented.

#### *Mixed Methods Research*

This study follows a case study approach that uses mixed methods for collecting evidence. Examining a complex process such as supervision of teachers requires a methodology that is flexible and sensitive to factors that impact teachers' and supervisors' views of the supervisory practices at Welcoming School. "It is difficult to explore the concept of supervision solely through one research method" (Nolan et al., 1993).

A case study comprises just one individual, classroom, school, or program. For some researchers, a case is not just an individual or situation that can be identified; it may be an event, an activity, or an ongoing process (Fraenkel & Wallen, 2006). This research sought understanding of how the supervision process is being implemented at Welcoming School in addition to the teachers' and supervisors' views towards it. Thus, the case study type of research using mixed methods approach was the most suitable for addressing the research questions.

The study focused on a particular phenomenon that provided an analysis of what one single school is doing. Case studies are the preferred strategy when "how" or "why" questions are posed, when there is little control over events by the researcher and the

focus is on a phenomenon in a real-life context (Yin, 2003). In other words, the phenomenon is studied in its natural context, bounded by space and time (Hancock & Algozzine, 2006). This type of research focuses on a phenomenon, which is the processes, events, or things of interest to the researcher. The case is of a particular instance of the phenomenon being studied (Gall, Gall, & Borg, 2003) and studies the experience of real life cases operating in real situations (Stake, 2006). In this study a specific school that implements an exemplary model of instructional supervision being actively practiced was the focus.

The study is a mixed methods research design as it involves the integration of quantitative and qualitative research approaches. Mixed methods studies are defined according to Tashakkori and Teddlie (1998) as “those that combine the qualitative and quantitative approaches into the research methodology of a single study or multiphased study” (p.17). This enables the researcher to mix and match design components that offer the best chance for addressing the research questions (Johnson & Onwuegbuzie, 2004).

According to Creswell (2003) the mixing of different research methods originated in 1959 when Campell and Fiske used multiple methods and encouraged others to examine multiple approaches to data collection in studies. However, debates about quantitative and qualitative research can be traced to occurrences in sociology in the 1920's and 1930's according to Tashakkori and Teddlie (2009) who argued that the debate was over measurement methods. Investigators tended to remain faithful to either qualitative or quantitative approaches. Over the last forty years there has been conflict

and coexistence between the three methodological communities of qualitative, quantitative and mixed methods. In fact David and Sutton (2004) state that all research is both qualitative and quantitative.

Mixed methods research is less known than the qualitative or quantitative research methods as it has only emerged as a separate orientation in the past twenty years (Teddlie & Tashakkori, 2009). David and Sutton (2004) acknowledged that the use of mixed methods is an attempt to gain benefit from different methods from across the spectrum of research philosophy and that it is an attempt to get the best of all the available options. Understanding that all methods have limitations, researchers have felt that biases inherent in any single method could cancel the biases of other methods (Creswell, 2003). Creswell insisted that in the social and human sciences, the data collection associated with both forms of data is expanding. A classic mixed methods combination uses interviews in combination with questionnaires. One type of data gives “greater indepth”, while the other gives “greater breadth” (Teddlie & Tashakkori, 2009). Since both qualitative and quantitative types of research are different in nature, the question may become, whether one approach is better than the other and whether they generate 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”.

### *The Study Sample*

The target population of the study included all subject matter supervisors and teachers at Welcoming School: 20 subject supervisors and 80 teachers. The whole

teaching and supervising staff was involved in this research since the target sample was manageable and can be easily contacted by the researcher. A sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy (Fraenkel & Wallen, 2006). This suggests that researchers should try to obtain as large a sample as they reasonably can. So, having the whole school sample of teachers and supervisors participating in this research would provide the researcher with rich data.

### *Data Collection Techniques*

In accordance with qualitative research tradition (Denzin & Lincoln, 2005; Merriam, 1998; Stake, 1995; Yin, 2003), multiple data sources were collected. Various approaches to data collection have been suggested to ensure the credibility of the data (Gulka, 1992). Gall et al. (1996) advised that, it is useful to vary in the approach used to produce the findings the researcher intends to corroborate. The use of multiple data-collection methods also contributes to the trustworthiness of the data (Glense, 1999). Yin (1989) noted that, "multiple sources imply using different research strategies to gather data, such as experiments, surveys, observations, and interviews. The last two being commonplace in qualitative case study research (Denzin & Lincoln, 2005; Fontana & Frey, 1994; Merriam, 1998; Stake, 1994, 1995; Yin, 2003). Yin also found that using multiple sources provided a broad range of data, which may be more accurate and convincing. In this case study, the researcher utilized multiple sources to gather data to address the questions, a questionnaire was administered to teachers and subject supervisors, an interview was conducted with a randomly selected group of teachers and subject supervisors, an observation was conducted while subject supervisors were carrying out the pre observation phase of the cycle of supervision with teachers, while

observing classes, and while conferencing after the class observation. Moreover, the researcher analyzed the school professional development plan, school written process about instructional supervision and teachers' files of supervision. These include teacher's performance development progress record, teacher's professional development plan set by the supervisor and teacher together, class visits observation documents, documents that verify and document the three cycles of the supervision process: pre observation conference, class observation documents, and post observation conference, teacher's needs assessment list, teacher's reflection paper, and teacher's career portfolio. The interview protocol was first translated into Arabic which was the language used while conducting the interviews, and then all transcriptions were translated back to English. The same was done to the questionnaires. The questionnaires were developed in the English language and then they were translated to Arabic and piloted for the language accuracy, clarity, and purpose. After getting feedback and doing corrections needed, back translation was done for them.

*Questionnaires.* Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The reason for using a questionnaire was to gather personal and professional information about the individuals involved in the sample. Tuckman (1994) noted that, questionnaires provide self-reported data from the participant but Gall et al., (2007) observed, "a questionnaire cannot probe deeply into respondents' beliefs, attitudes, and inner experience". Questionnaires allow for a quick and simple way to gather information, which does not need in-depth explanation.

The questionnaire is useful when the researcher wishes to reach a large number of respondents. Little time and smaller financial resources are required to administer a questionnaire when compared to other methods such as interviews. Another strong feature of the questionnaire is that it allows respondents to remain anonymous when they answer the questions (Turney, & Robb, 1971; Gall et al., 2003). Respondents can also complete a questionnaire at a time when it is convenient for them (David & Sutton, 2004).

The 21 guidelines established for designing a questionnaire listed in Gall et al. (2003) (table 3.1) and Slavin's (1992) instructions for constructing questionnaires were used as a guide in the development of the survey. A well designed questionnaire can provide information such as identifying needs, determining opinions, attitudes, and beliefs, identifying interests, identifying feelings and perceptions and describing behaviors (Thomas, 1999).

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Table 3.1  
*Guidelines for Designing a Questionnaire\**

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1. Keep the questionnaire as short as possible.
2. Do not use technical terms, jargon, or complex terms that respondents may not understand.
3. Avoid using the words questionnaire or checklist on your form.
4. Make the questionnaire attractive by such techniques as using laser printing.
5. Organize the items so that they are easy to read and complete.
6. Number the questionnaire pages and items.
7. Put the name and address of the individual to whom the questionnaire should be returned both at the beginning and end of the questionnaire.
8. Include brief, clear instructions, printed in bold type and in upper and lower case.
9. Organize the questionnaire in a logical sequence.

10. When moving to a new topic, include a transitional sentence to help respondents switch their train of thought.
  11. Begin with a few interesting and nonthreatening items.
  12. Put threatening or difficult items near the end of the questionnaire.
  13. Do not put important items at the end of the questionnaire.
  14. Provide a rationale for the items.
  15. Include examples of how to respond to items that might be confusing.
  16. Avoid terms like several, most, and usually.
  17. State each item as brief a form as possible.
  18. Avoid negatively stated items because they are likely to be misread by respondents.
  19. Avoid “double-barrelled” items that require the subject to respond to two separate ideas with a single answer.
  20. When a general question and a related specific question are to be asked together, it is preferable to ask the general question first.
  21. Avoid biased or leading questions.
- 

\* Note: Gall, M.D., Gall, J.P., & Borg, W.R. (2003). *Educational research: An introduction* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

All teachers and subject supervisors that contributed to the study completed a questionnaire rating their perceptions and understandings of the supervision process in their school. The questionnaire contains questions and possible responses which adequately represent the subject under investigation and poses questions in a clear manner in order to be considered valid (Smith, 1989).

Two different questionnaires were administered to the sample group on a face to face basis. The reason for this disparity between the questionnaires is due to the difference in responsibilities, duties, and roles between the supervisors (Appendix A) and teachers (Appendix B). The main area of difference is in the number of questions. The supervisors' questionnaire consists of 37 questions, whereas the teachers' questionnaire has 36 questions. Both the teachers' and supervisors' questionnaires took

approximately 25 to 40 minutes to complete. The items included in the questionnaire were based on the research questions and literature of successful instructional supervision models such as Clickman et. al (2001), Zepeda (2002), Ralph (2000), Hurley, Greenbaltt, and Cooper (2003), Sullivan and Glanz (2000), Florence (2005), Bushman (2006), Goldstein and Noguero (2006) and others.

The questionnaire utilized a Likert type scale. Likert scales typically ask for the extent of agreement with an attitude item (Gall et al., 2003). The use of Likert scale allowed me to obtain more information of the respondents' perspectives that is beyond simply asking for an agree/disagree response (David & Sutton, 2004). The usefulness of rating scales as defined by Thomas (1999) include gathering information about the degree to which a person finds something purposeful, measuring attitudes, opinions, perceptions, and beliefs and determining how frequently a person participates in certain activities. Attitudinal scales in questionnaires are commonly used in survey research (Teddlie & Tashakkori, 2009). The questionnaire in the study used a four point scale to avoid the use of a neutral option by the respondents. The participants are aware of the topic being studied which removes the need for a category in which a participant could indicate unfamiliarity. In order to ensure the confidentiality and anonymity of the respondents the questionnaires were not coded.

Well developed questionnaires are piloted or pre-tested (Gall et al., 2003) to ensure clarity and purpose. Confirmed by David and Sutton (2004), the piloting allows the researcher to gather information on the appropriateness of the question, and how the overall questionnaire format and structure actually function. The questionnaire was

piloted on other subject supervisors and teachers that are not associated with the school selected for the study. The purpose of the pilot was to gain insight as to the design and appropriateness of the questionnaire items. This was done through choosing another private school related to the same chain of schools where the study took place. The researcher asked the supervisors and teachers to administer these questionnaires after explaining to them the objective of the research and the research questions. The pilot sample provided some feedback on the questionnaire which made the researcher decide to delete two of the items which were found as repeated in the questionnaire items.

The school has fixed weekly meetings for each subject unit. These meetings are usually done in the department offices of each unit. The Arabic teachers unit meet weekly with the Arabic supervisor, the English teachers unit meet also with their English supervisor, and so do all other subject units. The researcher obtained the times for all unit meetings in the school and gaining the permission from the school administration she visited each unit during their meetings with their supervisors after. The researcher explained the objective of the research and asked both teachers and supervisors to fill in the questionnaire designed for them after assuring them that no names are needed and that this process will be completely anonymous. The researcher also told them that the results of this research will contribute to the improvement of the school instructional supervision process. In order to make teachers feel comfortable while filling in the questionnaires, the researcher asked the supervisors to fill in their questionnaires in a separate room. This was managed by the researcher with the school administration ahead.

*Interview.* "Qualitative interviewing is more like a conversation than a formal, highly structured exchange between interviewer and interviewee" (Bogdan & Biklen, 2003). To stimulate the flow of conversation, but to preserve the opportunity to "focus" the interview, this study included semi-structured interviews as one of the data gathering techniques. A semi-structured interview procedure was used to acquire specific answers to questions referring to teachers' and subject supervisors' understandings, attitudes, and perceptions of the supervision process being implemented in their school. This allowed the researcher to look into areas on which participants are able to expand their ideas. This qualitative method of data collection allowed the participants freedom also to express their ideas about a range of issues relating to teacher supervision, not addressed in the questionnaire. So, many teachers talked about the way feedback is being to them by subject supervisors and how remarks were communicated to them. Moreover, subject supervisors discussed deeply the class observation tools by showing them to the researcher and commenting on the non applicability of some of them.

To complement the questionnaire data, individual semi-structured interviews were conducted with a sample of seven subject supervisors and ten teachers in the school who were selected randomly from the sample of participants. The interviewees presented all school cycles. The interview of the subject supervisors involved a supervisor randomly selected from each cycle starting from KG level to secondary level. The same was implemented for the interview of the teachers. A simple random sample was selected from the teachers' participants of each cycle in a way to be representing cycle one to secondary level. Each of the participants was interviewed for approximately 15 to 30

minutes. Interviews helped to obtain useful information because they present an opportunity to ask probing questions and capture nuances.

The interviews incorporated open-ended questions, which allowed the researcher to elicit participants' own perspectives. The questions guiding the interview were developed from the review of literature on supervision and modified according to the specific context of the study (see Appendices III & IV).

The interviews were tape-recorded and later transcribed by the researcher. Lincoln and Guba (1985) noted that, "the advantage of recorded data allows the researcher to have complete records of the participants' answers to questions". The transcripts were then given to the participants who reviewed them and made the needed corrections, additions, and deletions in the transcript. The transcripts were then returned to the researcher. The purpose of having them go over their responses was to make sure that the participants had good opportunity to review their initial responses. The process of going over the answers and giving them time to review their transcripts was to ensure the information they provided is as accurate and reliable as possible. The school work site served as the location for the interview for both teachers and subject supervisors. The time and specific place of the interview were scheduled by both the researcher and each respondent.

*Observations.* Certain kinds of research questions can best be answered by observing how people act or how things look (Fraenkel & Wallen, 2006). Lincoln and Guba (1985) suggested that, "observations provide the here and now experiences in depth" (p.273). They enable the researcher to see "what people do" (Wolcott, 1985, p.

191). "Observation has been characterized as the fundamental base of all research methods and it has been noted that even studies based on interviews employ observational techniques that lend meaning to the words of the person being interviewed" (Angrosino & Mays de Perez, 2000). They also note a general assumption that, "naturalistic observation does not interfere with the people or activities being observed" (p. 674). Bogdan and Bilken (2003) wrote that, "researchers should unobtrusively keep a written record of what happens as well as collect other forms of descriptive data" (p.73).

Lincoln and Guba (1985) explained the distinction between participant and non-participant observers. For the purposes of this study, the researcher was generally a non-participant, that is, did not participate in the activity being observed but rather sat aside and watched and was not directly involved in the situation she was observing. The researcher was the least likely to affect the actions of the group being studied (Fraenkel & Wallen, 2006) and chose to be a complete observer to remove any effect also derived from her work position in the school.

The researcher used "focused observation", as described by Angorsino and Perez (2000, p. 677), "where certain things, defined as irrelevant, can be ignored and concentration was on well-defined types of group activities". It was part of the study to observe instructional supervision interactions. Since the length of an observation is extremely important in qualitative research and consistency over time with regard to what researchers are seeing or hearing is a strong indication of reliability (Fraenkel & Wallen, 2006), the researcher conducted the observation over a period of two months.

The observation was done while subject supervisors held the needs assessment conference with the teacher, the pre observation phase of the cycle of supervision with teachers, while observing classes, and while conferencing after the class observation. When the supervisor and teacher met for the pre observation or post observation conference, the researcher sat with them in the office to see the kind of verbal and nonverbal interaction between them without interfering in the conversation. The researcher also visited classes with the supervisor to collect data on the supervision tools and see how the whole process went on. The researcher meant to observe teachers and supervisors while implementing steps of the long process of instructional supervision as they naturally existed recording whatever she saw that related to the research questions. She did not confine herself to looking for preset items because in some situations, recording what does not happen may be as important as observing what happens. The researcher recorded observations in a narrative, descriptive style as she noticed or heard something of importance. There was no predetermined printed recording form. Sometimes, the researcher committed her observations to memory and made notes later.

*Document Review.* Lincoln and Guba (1985) stated that, "documents and records are singularly useful sources of information. They defined five reasons why documents and records are useful to naturalistic research: (a) normally they are available at a low-cost or free, (b) they are a stable source of information, (c) they are a rich source of information, and contextually relevant, (d) normally they are legally unassailable, and (e) they are, unlike human respondents, non reactive" (p.276-277). Hodder's (2000) work supported Lincoln and Guba's assertions, but added that documents and records may provide information that is not available in spoken form. "Written text is an artifact,

and the writing down of words often allows language and meanings to be controlled and coded more effectively and linked to strategies of codification" (Hodder, 2000).

Berg (2004) noted that, schools and their organizations have a reputation for creating a lot of written records, files, and communications. Official documents (and others) often convey important and useful information that a researcher may use as data. The review of the below documents complemented the information and data drawn from the questionnaires, interviews, and observations.

For the purpose of this study, the researcher reviewed all relevant documents (see appendix XIX):

- 1) School professional development plan.
- 2) School written process about instructional supervision (Appendix VIII).
- 3) Teachers' files of supervision (Teacher's performance development progress record, teacher's professional development plan set by the supervisor and teacher together, class visits observation documents, documents that verify and document the three cycles of the supervision process: pre observation conference, class observation documents , and post observation conference, teacher's needs assessment list, teacher's reflection paper, and teacher's career portfolio) .

The researcher did not formulate a hypothesis beforehand and then sought to test it out. She rather spent a considerable amount of time collecting the data and reviewing the documents before deciding what important themes to consider. As Bogdan and Biklen (2003) suggest, qualitative researchers are not putting together a puzzle whose picture

they already know. They are constructing a picture that takes shape as they collect and examine the parts. Since the school policy doesn't allow documents to be reviewed outside the school doors, documents were reviewed on school site. Permission was sought to use the Human Resources Office as site for document review.

*Triangulation.* "Triangulation" (Denzin, 1989) is frequently mentioned in the literature as a reason for mixing methods. In a triangulation design, the researcher simultaneously collects both quantitative and qualitative data, compares the results, and then uses those findings to see whether they validate each other. The procedure for checking on or enhancing validity and reliability include using a variety of instruments to collect data. When a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. This kind of checking is referred to as triangulation. Triangulation can work in any subject, in any setting, and at any level. It improves the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation (Fraenkel & Wallen, 2006).

Gall et al. (1996) advised that, it is helpful to vary the approach used to produce the findings the researcher intends to corroborate. The use of multiple data-collection methods contribute to the trustworthiness of the data (Glense, 1999). For that purpose, three methods other than the questionnaire were employed in this research, namely individual interviews, observations, and document review. Triangulation helps the researcher eliminate biases that may result from relying exclusively on any one data-collection method, source, analyst, or theory. The three methods were used as means to

supplement data that have been previously collected by the questionnaire. Another form of increasing credibility is through 'member-checking', when “the data, analytic categories, interpretations, and conclusions are tested with members of those holding groups from the data were originally collected” (Lincoln & Guba, 1985, p.314). Member checking was accomplished by having participants read, delete, or revise their transcripts.

### *Validity and Reliability*

“ All research is concerned with producing valid and reliable knowledge in an ethical manner” (Merriam, 1988, p.163). "Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes" (Fraenkel & Wallen, 2006). For this study, the researcher used respondent checks for validity or 'member checks' Merriam (1998). Transcripts were sent to each participant one week after each interview was completed, and the participants were asked to make corrections on the transcripts and return them to the researcher.

While considering the validity of the questionnaire used in the study two areas were considered, face validity and content validity. Face validity (Gall et al., 2003), “the extent to which a casual, subjective inspection of a test’s items indicates that they cover the content that the test is claimed to measure” (p.625). In this particular study, the questionnaire instrument was piloted on a group of individuals that have experience with instructional supervision and are not connected to the school that was selected for the study. This pilot increased the validity of the instrument. Content validity in the study was addressed by selecting the qualities used in the questionnaire from the literature that

was reviewed. Also the claim for the content validity was based on the examination of the questionnaire instrument by advisory committee members and participants of the pilot study.

In order to examine the questionnaire's reliability, Gall et al.'s (2003) definition is useful, "the extent to which other researchers would arrive at similar results if they studied the same case using exactly the same procedures as the first researcher" (p. 635). Triangulation in this study helped reduce the potential for bias that comes from a single person and to strengthen the reliability and validity of the data. Silverman (1993) stated "triangulation derives from navigation, where different bearings give the correct position of an object" (p. 156). The sources of data in this study included transcription of interviews, observation notes, document review, in addition to the questionnaires. Triangulation strengthens the reliability of case studies (Merriam, 1998) and in this study, the researcher sought to further confirm findings through reading the data many times, and after analysis, the researcher's advisor audited several samples of the data. Also since the length of an observation is extremely important in qualitative research and consistency over time with regard to what researchers are seeing or hearing is a strong indication of reliability (Fraenkel & Wallen, 2006), the researcher conducted consistent observations of classrooms and of meetings between supervisors and teachers over a period of two months.

### *Data Analysis*

Bogdan and Bilken (2003) described the data analysis process, as systematically arranging and searching the results of data collection to come up with findings. "Data

analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of the study” (Yin, 1994, p.102).

*Data analysis of the questionnaires.* Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) computer software packages. Questionnaire items were coded and entered on a data sheet. Blank spaces in the questionnaire were treated as non-responses and they were given the number 0 and ignored in the analysis. Analysis of the data included simple frequency counts, means, standard deviations, and percentages to summarize items in the questionnaire. Means scores were collected for each item on the questionnaire. The analysis was based on the level of agreement for each item in this questionnaire. Any potential contrasts between participants or categories of participants were recorded. When the questionnaires were collected, each questionnaire was numbered and the corresponding data was entered into the excel computer program for storage. Based on the number of responses, some information collected in the demographic category, such as years of experience and grade level taught were placed into a category representing a range. For example, the data for years of experiences were divided into three categories, 0-10 years of experience, 11-20 years of experience and 21+ years of experience. The same was done for the subject matter that each teacher taught. Tables depicting the information gathered by questionnaires were used as the main medium of data presentation.

*Data analysis of the interviews.* The responses from each area covered in the interview were coded to facilitate processing, checking, and cross referencing. The purpose of the interview data analysis in this study was to draw out the emergent and most significant themes and present these in such a manner as to address the research questions.

Interview results were grouped according to emergent themes (Miles & Huberman, 1994). Actual quotes of the interviewees were also used to describe certain points of view.

The data collected from the supervisors were analyzed and coded into common patterns, themes, generalizations, and categories. The same process was applied to the teachers' responses, with an additional comparison among the teachers' responses to identify similarities and differences in perceptions. Finally, the supervisors' responses were compared to the teachers' responses to find commonalities and differences in perceptions as related to the patterns, themes, and research questions. "The process is to identify themes that are "salient, characteristic features in a case" (Gall et al., 2007, p.452). This process was conducted manually and did not rely on a computer program to find the constructs, patterns and themes.

The data was presented according to the research questions of the study. For example, data from questionnaires and interviews revealed time to be an obstacle to implementing some steps in the process like the pre observation conference, the meeting between teacher and supervisor for filling in the training needs assessment list. So, the researcher reviewed teachers' files, checked for the presence of documentation of these steps and reviewed some of the teachers' reflection papers to see if that theme is repeated also in their reflections. Also, teachers and supervisors complained several times in the interviews that either they are not receiving the suitable professional development which suits their needs, or most of the training they are receiving is based on workshops and no other models or types of activities are incorporated though the school supervision process recommends variety in teachers' professional development activities. So, the

researcher reviewed whole school professional development plan, individual teachers' professional development plans, and teachers' professional progress records. This revision revealed the type of activities used in the professional development of teachers and whether what teachers complained about was a real situation in the school. These are some examples of how the researcher reviewed the documents and there are many other examples according to each finding in the questionnaires, interviews, or observations.

*Data analysis of the observations.* The researcher attempted to describe all or most of what occurs in a given situation. The situations in this study are described above in the data collection techniques which were mainly conducting observations during applications of the training needs assessment fill in meetings, during pre observation conferences if they are present, during class observations to observe what observation tool was used and how it is being filled in, and during post observation conferences to observe interaction between supervisor and teacher, how the teacher receives the feedback, whether she is an active or passive recipient of the feedback, how the supervisor and teacher agree on recommendations for the coming class observation, and how far in time will the following class observation be. It was a naturalistic observation so everything related to the research questions was recorded narratively or descriptively. At a later time, these data was coded into categories that emerge as the analysis proceeds. The data was presented according to the research questions of the study. For each question, quantitative data was first described in table form, following which, a presentation of qualitative data was provided from interviews and observations.

### *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 participants of the study are treated with respect and consideration. Before proceeding with data collection and analysis, approval was sought from the Advisory Committee on Ethics in Behavioral Science Research at the university where the researcher studies.

Permission was also obtained from the administrative personnel of the Welcoming School. The participants were informed of the nature and procedures of the study. They were informed that their participation is voluntary and they have 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 the opportunity to review their responses and to make any changes to their statements.

### *Summary*

This chapter has outlined the general research design for this study and the methods used to collect and analyze data. The data were gathered from the subject supervisors and teachers in Welcoming School. This study used a quantitative questionnaire followed by semi-structured qualitative individual interviews in addition to field observations and document review done by the researcher. 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 Four

### *Presentation of data*

The purpose of this chapter is to present the data derived from the questionnaires, interviews, documents, and observations. The data were collected to address the research questions of this case study:

- 1- How is the process of instructional supervision conducted at school?
- 2- How do teachers and supervisors view this process?
  - a- What are the teachers' and supervisors' perceived challenges of the process?
  - b- What are the teachers' and supervisors' perceived benefits of the process?
- 3- How does this process contribute to the professional development of teachers?
- 4- How can the process be modified to meet the evolving needs of teachers and subject supervisors?

Data from each instrument is presented under each research question. Qualitative data collected from the interviews, the documents reviewed, and the observations are presented in addition to quantitative data from the questionnaires. The first section of the teachers' and supervisors' questionnaires provides demographic information and the second section focuses on the process of instructional supervision. Each of the questionnaire items gives data about one or more of the research questions. The questionnaire used a four type likert scale from (1) disagree, (2) somewhat agree, (3) agree and (4) strongly agree. A table presenting the frequencies, means and standard deviations under each item from the teachers and subject supervisors' responses in the questionnaire are presented in addition to a table of the means and standard deviations

for each item also in both questionnaires. The chapter concludes with a highlight on significant findings in which there were differences or similarities between teachers and subject supervisors on specific issues in this supervision process.

*Demographic data*

There are 80 teachers and 20 subject supervisors at Welcoming School. The questionnaires were administered for 72 teachers which represent about 90% of the teachers' targeted sample and all subject supervisors, which represent about 100% of the supervisors' targeted sample. The interviews were also conducted with 5 supervisors and 10 teachers.

Demographic information included subject matter taught or supervised; grade level taught or supervised years of experience in the teaching profession for both teachers and supervisors, and years of experience in supervision for supervisors only.

*Subject Matter*

Table 4.1

*Respondents According to Subject Matter Taught or Supervised*

<i>Teachers</i>							
	Languages	Social studies	Science/ Math	Computer	Sport	Art(music, theatre, drawing)	Religion
Number	46	7	13	0	1	2	2
Frequency	63.8%	9.7%	18.0%	0%	1.3%	2.7%	2.7%

<i>Subject Supervisors</i>							
	Languages	Social studies	Science/ Math	Computer	Sport	Art(music, theatre, drawing)	Religion
Number	9	2	6	1	1	0	1
Frequency	45%	10%	30%	5%	5%	0%	5%

The demographic information provided in table (4.1) shows that 63.8% of the 72 teachers teach languages, 9.7% teach social studies, 18.0% teach science or math, 1.3% teach sport, 2.7% teach art, and 2.7% teach religion. As for the subject supervisors, the demographic information shows that 45% of the 20 supervisors supervise languages teachers, 10% supervise social studies, 30% supervise science or math, 5% supervise computer, 5% supervise sport, and 5% supervise religion subject matter.

*Grade Level*

Table 4.2

*Respondents According to Grade Level Taught or Supervised*

<i>Teachers</i>			
	Cycle 1 Grades 1,2,3	Cycle 2 Grades 4,5,6	Cycle 3 Grades 7,8,9
Number	33	24	14
Frequency	45.8%	33.3%	19.4%
<i>Subject Supervisors</i>			
	Cycle 1 Grades 1,2,3	Cycle 2 Grades 4,5,6	Cycle 3 Grades 7,8,9
Number	7	7	6
Frequency	35%	35%	30%

In the questionnaire, each of the teachers and subject supervisors were asked to indicate the grade level they teach or supervise. Table (4.2) shows that 45.8% of the 72 teachers teach in cycle I classes, 33.3% teach cycle II classes, and 19.4% teach cycle III classes. As for the subject supervisors, the data shows that 35% of the 20 are subject supervisors of cycle I classes, 35% are supervisors of cycle II classes, and 30% of them are supervisors of cycle III classes.

*Teaching Experience*

Table 4.3

*Respondents According to Teaching Experience*

<i>Teachers</i>						
	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	30 and above
Number	51	17	1	2	0	0
Frequency	70.8%	23.6%	1.3%	2.7%	0%	0%
<i>Subject Supervisors</i>						
	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	30 and above
Number	4	14	2	0	0	0
Frequency	20%	70%	10%	0%	0%	0%

The demographic information about the years of teaching experience in table (4.3) indicate that 70.8% of the 72 teachers have 0-5 years of experience, 23.6% have 6-10 years of experience, 1.3% have 11-15 years of experience, 2.7% have 16-20 years of experience, and none of the teachers have more than 20 years of teaching experience. In regard to the subject supervisors and their respective years of experience, 20% of the 20 teachers have 0-5 years of experience, 70% have 6-10 years of experience, 10% have 11-16 years of experience, and none of the subject supervisors have more than 15 years of experience.

*Years of experience as instructional supervisor*

Table (4.4)

*Supervisors Responses According to Experience as Instructional Supervisors*

<i>Subject Supervisors</i>						
	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	30 and above
Number	12	8	0	0	0	0
Frequency	60%	40%	0%	0%	0%	0%

To understand the experience of each subject supervisor in the supervision role, they were asked to indicate the years of experience in this role at Welcoming School. The data shows that 60% of the 20 supervisors have 0-5 years of experience and 40% have 6-10 years of experience in the supervision role.

Results by Research Question

In this section, each research question is stated followed by data from the instruments used in this study. Since each of the questionnaire items targeted one or more of the research questions, the below table is presented to understand how the data of the research questions is derived from them.

Table (4.5)

*Items in questionnaires and their relation to the research questions*

Research Question	Question Item in teachers' questionnaire	Question Item in subject supervisors' questionnaires
How is the process of instructional supervision being conducted?	2,4,5,7,8,14,15,16,18,28, 29,32	2,4,5,7,8,13,14,15,17,19, 31,32,34
How do teachers and supervisors view the process of instructional supervision in their school (perceived challenges and benefits)?	1,3,6,9,10,11,12,13,15,18,19,20,21,22,23,24, 25,28,29,30,32,33,34,35, 36	1,3,6,9,10,11,12,14,17,18, 20,21,22,23,24,26,27,28, 34,35,37
How does the process of instructional supervision contribute to the professional development of teachers?	6,11,13,16,17,18,24,31, 33,34,35,36	6,12,15,16,17,26,33,35,36,37
How can the process be modified to meet the evolving needs of teachers and subject supervisors?	26,27	20,23,25,29,30

Research Question 1: How is the process of instructional supervision conducted?

To answer this question, subject supervisors and teachers were interviewed. Observation was done also for subject supervisors and finally a document review was conducted. Some items in the questionnaire also were targeting this question which complemented the data driven from interviews, observations, and document review.

### Interview Results

Most subject supervisors answered this question as it is described in the written school procedure of instructional supervision. Narrative quotes were used illustrate evidence.

"It's a very long process that consists of five stages: 1- maintaining the professional relation between the supervisor and teacher, 2- evaluating the training needs of the teacher, 3- sharpening the teacher's teaching skills, 4- providing professional guidance, 5- evaluating work done and indentifying objectives for the coming year."

Another supervisor explained that this process is very well documented in the school documents which are usually audited by an external committee and another committee from the school. She added,

"In each stage, the supervisor has to perform several steps for example in the first stage which is usually done at the beginning of the year, the supervisor has to have a meeting with the teacher in which she explains to her the principles of instructional supervision process which are: respecting privacy and ensuring confidentiality, mutual trust,... She also explains to the teacher the five stages of this supervision process as written in our school procedure."

A third supervisor noted,

"Also in the first stage we have to tell the teacher about the school expectations of each teacher's class performance. We show the teacher a list which is called the list of characteristics of effective teachers (Appendix V) and we tell the teacher that there are also predefined class observation tools which we use in our

class observations which help us in documenting data of class observations and teachers performance. We assure the teacher that this data will not be shared with school administration since we are not evaluating her performance now."

The English supervisor detailed the second stage saying,

"In this stage, the supervisor usually agrees with the teacher on a specific period of time which could be about four to five sessions where the supervisor attends her class for diagnosing the teacher's performance needs. The supervisor uses the checklist of characteristics of effective teachers as a guide to specify the teaching performance skills that will need to be improved. The supervisor tells about the different tools that can be used in this stage, some of which are: training needs list and the various classroom observation tools. These are all found in the manual of classroom observation (Appendix X). Each tool focuses on one objective of classroom observation which could be classroom management, feedback, students' interaction, teacher's selective verbatim, questioning skills, group work, or project presentation ..." (see Appendix VI as an example).

Another supervisor commented,

"The period of class observation for assessing teacher's performance will specify nature of the skills that need to be improved. These skills will be the focus of the third stage in which the supervisor starts observing classes using the different observation tools which focus on different classroom practices. In this stage also the supervisor specifies with the teacher ways of professional development and training which could be: implementing a clinical supervision cycle, outdoor or in-site training workshops, self readings... It is very important at this stage to document every step on the designed record (Appendix VII) which is given to us with the instructional supervision written procedure and all documents related (Appendix VIII)."

The Science supervisor described the fourth stage saying,

"The fourth stage will be the stage of guiding and directing the teacher in a way to let her reach independence and take decisions on her own; this is a stage where she will be no more in need of the direct supervision of the supervisor. It is the stage of motivating the teacher through building her capacity for solving her professional problems, taking appropriate decisions and doing continuous self reflection and self evaluation (Appendix IX)."

The Math supervisor noted,

"As for the last stage, it will be the stage of evaluation for all the work done with the teacher. This is usually commences at the end of the school year. In this stage the supervisor sets a meeting with the teacher and they discuss what has been achieved till now and they also specify objectives to focus on for the coming year. They also rely on the content of the teacher's portfolio since each teacher is asked to compile a portfolio that tells about her achievements and other issues

which she presents to the supervisor in this meeting or to the head of cycle if she's one of the teachers who'll be evaluated this year. There is a list of the contents of the portfolio that we usually give to teachers at the beginning of each year to know what sort of things she can include in her career portfolio (Appendix XI)."

The Arabic supervisor explained,

"But this is not the whole thing that we usually do in the instructional supervision process. It is important to know that if based on diagnosis stage which is done at the beginning of the year with teachers, we decide to start the clinical supervision cycle with one of them; the cycle would go in a very detailed and time consuming way. Usually, there is a pre observation conference in which we agree on the time of class observation and on the domains that will be the focus of the observation and on the class observation tool that will be used (Appendix XII). Then we do the class observation using one of the class observation tools (Appendix VI as an example). After that the supervisor analyzes the data recorded in the class observation tool and does her post observation conference with the teacher to analyze and give feedback based on the recorded data from the class observation. All of this should also be documented on a specific report (Appendix XII)."

Interviews with teachers revealed information that met some of the descriptions of the instructional supervision process mentioned by supervisors. Some of the teachers' responses to this question were as follows

The Arabic teacher commented,

"Our supervisor does class observations and gives feedback; she checks students' results and monitors their work in copybooks, tests, and other material in their portfolios."

The English teacher added,

"The supervisor also monitors our preparation copybooks and she registers us in training workshops inside or outside the school."

The Math teacher noted;

"The supervisor attends classes...uses a special form through this attendance. Sometimes she tells me about the form that she will be using, these forms as I know target one class observation objective which could be class management, feedback, student interaction... while other times she just drops in the class carrying this form and she fills it in. I know that the supervisor should analyze the data derived from the class observation with the teacher yet this is rarely done with us."

Interviews were conducted with many teachers and most of them gave part of the description of the instructional supervision process that was mentioned by supervisors. Many teachers missed mentioning the steps described by supervisors. This might imply that teachers are not aware of the steps described by supervisors or of their feedback.

#### Documents Review Results

The researcher also examined the complete written procedure of the instructional supervision process with all the documents related to it. It was noticed that this process is part of the school formal written system of following up on teachers' classes and professional performance (Appendix VIII). The procedure used in instructional supervision is written as very detailed sequence of steps that whoever is working with and supervising teachers can implement it as it is described. It was also noticed that most of the forms described by supervisors were detailed and included.

#### Observation Results

Observations of teachers and supervisors showed that supervisors are keen of implementing the steps of this written and formal process with teachers as it is described in the school formal procedures. They were always cautious not to miss any of the steps described in the instructional supervision process since they didn't want to be held accountable by the internal audit if they missed any of these steps though they were always complaining about the time needed to implement this process with teachers taking into consideration the many other tasks demanded from them as supervisors. They were always trying to go back and refer to the written document describing the process either to check on the steps written in it or to understand how one step should be

done. Supervisors had to fill in a form or document related to each step in the process. This is written in the formal procedure of this process. As noticed through the documents review, the formal instructional supervision process has many forms that should be filled in by supervisors (Appendix IV, V, VI, XII, XIII, and XIV).

As each subject supervisor has to submit a daily report to the head of cycle and since the supervisor does some class observations usually, the researcher noticed that class observation tools which are used in this process are usually submitted to the head of cycle at the end of each week though the teachers are informed at the beginning of the year that the process is a confidential and private issue between the two. This is to assure the teacher that data taken from class observations will not be used for evaluation purposes.

*Observation of meeting between teacher and supervisor for filling in the checklist of training needs*

It was noticed that supervisors gave teachers the list of training needs to read alone and prioritize the list (Appendix XIII) and add what they need to know more about. One supervisor just gave the list to the teacher to fill it in alone and then she placed the list in the teacher's file without any discussion with the teacher. Supervisors held a meeting after that with teachers to discuss their training needs and reconsider some of the titles mentioned. Some teachers just put numbers and sequenced the titles from the more critical to the lesser ones. One teacher couldn't understand some titles of training needs well and she had to ask for more explanation about them like: levels of thinking (cognitive), dealing with learning difficulties and individual needs. This

showed that this step which is meeting the teacher to discuss and fill in this training list was a very important one since it raises teacher knowledge about effective classroom practices and characteristics of effective teachers.

*Observation for implementing the steps of instructional supervision process by supervisors*

The researcher's observations showed that most supervisors were applying the steps of the instructional supervision process but the majority was skipping the first step which is the pre observation conference. In interviews they mentioned that they don't feel that this step as very important and it's enough to have teachers fill in the form but they do this just as a proof for the audit that's usually done on them since the auditors look for the documentation of the forms related to this process.

*Observation of pre observation conference*

Meetings for this stage were rarely noticed. The researcher's observations showed that the supervisors told teachers that they will attend their classes at a specific time and date and they used to provide teachers with the focus point of their observation whether it is classroom management, feedback, questioning skills.... The teachers used to prepare themselves accordingly.

*Observation of post class observation conference*

The researcher's observations showed that supervisors used to apply this step of the process frequently, yet very few were documenting the meeting on the forms described in the procedure of this process. This step includes two forms that should be filled in. They are with the same objective so repetition was noticed in some forms. After one of the class observations, one supervisor passed by teacher's class and told her

that they need to meet after the last period. The teacher came to the supervisor's office; the supervisor told her about the positive points in her lesson presentation and about the points that need to be improved. She told her that she will tell her later about the next observation date. The teacher was very receptive; she thanked the supervisor and left. It was noticed that the post observation meeting was done very quickly, in about 15 minutes. The supervisor was just telling the teacher what she saw and what she expects to see next time.

Questionnaire Results

Items in the questionnaire related to research question one (see table 4.5) provided data that complemented data derived from interviews, document review and observations. In the presentation of the corresponding data it was assumed that a mean score of 3.0 and above represented a level of agreement and a mean score between 2.5 and 2.9 represented partial agreement and a mean score of less than 2.5 represented a level of disagreement. Full data of frequencies, percentages, means and standard deviation for each item in the questionnaires of both teachers and supervisors are available in Appendix XV. The results presented in Appendix XX also show the mean and standard deviation for each item in the questionnaires of teachers and supervisors.

Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
2. The supervisor conferences to schedule and plan observations.	2.38	1.01	3.15	0.93
4. The supervisor uses various observation tools based on my needs and the focus point of the observation.	2.97	0.78	3.80	0.41
5. The supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback.	3.41	0.66	3.85	0.36

7. The supervisor applies differentiated models for teachers' supervision.	2.83	0.85	3.25	0.91
8. All teachers are supervised applying the three phases in the clinical supervision cycle (pre observation, observation, post observation).	2.55	0.87	2.85	1.22
13. The supervisor collects systematic data for the teacher on her teaching performance.	2.80	0.66	3.50	0.60
14. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	2.94	0.57	3.80	0.41
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	2.88	0.83	3.45	0.68
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	2.88	0.72	3.1	0.71
26. The supervisor keeps a well documented file about each teacher's supervision process.	2.81	0.77	3.20	0.69
27. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	2.72	0.73	3.20	0.61

According to the data derived from the items related to research question one which are presented in (table 4.6), most teachers disagreed (2.3) that the supervisor holds pre observation conferences to schedule and plan observations while supervisors fully agreed about this statement (3.1). They also agreed teachers (3.4) and supervisors (3.8) that the supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback. Commenting on this issue, teachers presented the following in their interviews;

"Our supervisors visit our classes regularly and they give frequent feedback after each class observation but they don't usually do a meeting with us to specify the objective of class observation and prepare together as it is mentioned in our school written procedure of instructional supervision. Many times they tell us that they will visit our classes without mentioning the objective or they just pass the form that shows the documentation of a pre observation conference in order to let us see what will be the focus objective of the observation."

Both teachers (2.9) and supervisors (3.8) agreed that a supervisor uses various observation tools based on the teacher's needs and the focus point of the observation.

One supervisor commented on this issue saying;

"The observation tools found in the written procedure of instructional supervision are helpful but some are very difficult to fill in and others are very rarely used.

Respondents were asked if the supervisor applies differentiated models for teachers' supervision. Responses showed that teachers partially agreed (2.8) while supervisors totally agreed (3.2). Teachers commented on this issue;

"Some time before, our supervisors used to apply many ways to follow up our work and help us. Some teachers used to have mentors, others were having specific coaches, and still others used to have the co teaching procedures done with them. Now our supervisors implement this process as written in the school formal procedure and very few initiatives of other models are incorporated."

Teachers (2.5) and supervisors (2.8) partially agreed that teachers are supervised applying the three phases in the clinical supervision cycle (pre observation, observation, post observation). There was slight agreement about applying the three steps of the supervision process. The results showed slight agreement since the observation step and post observation conference step were actually being done yet the pre observation conference wasn't practiced with teachers. In the interviews, supervisors were realistic telling that these three stages in the cycle of supervision need a lot of time and that's why they rarely do the first stage which is the pre observation. This fact was also confirmed by teachers.

Questionnaire data showed also partial agreement by teachers and total agreement by supervisors (see table 4.6) for the following items: the supervisor collects systematic data of teaching performance, the interpretation and use of the data occurs in

a collaborative nature between the supervisor and the teacher, the supervisor with the collaboration of the teacher sets meaningful professional development goals based on the teacher's needs assessment, the classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance, the supervisor keeps a well documented file about each teacher's supervision process, and the supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.

Comments from teachers were as follows

"Sometimes supervisors are very open and supportive while giving feedback after each classroom observation, they listen to our comments and interpretations of certain classroom practices."

Another teacher commented,

"Our supervisor usually helps us in identifying our professional development needs. This is usually done based on class observations and previous evaluation for old teachers. I still notice that sometimes our supervisors just write some professional development objectives based on general remarks and views. It happens also that each teacher's file should be reviewed regularly yet if the supervisor is overwhelmed with other issues she just keeps this revision of files till the end of the year since she has to submit each teacher's file to the head of department as part of the end of year evaluation of the process."

Thus, one may notice that the steps of the supervision process are similar to what is in the literature. Supervisors described this process as it is written in the school procedures while teachers are not well aware of all steps. A general remark was that the implementation of the process isn't as described in the school written procedure and the main constraint mentioned was time and over load of duties.

Research Question 2: How do teachers and supervisors view this process?

- a- What are the teachers' and supervisors' perceived challenges of the process?
- b- What are the teachers' and supervisors' perceived benefits of the process?

To answer this question, subject supervisors and teachers filled in questionnaire items that elicited their perceptions. Interviews were also conducted to complement data from questionnaires. Some documents in teachers' files were also reviewed to find more data about the teachers' perceived benefits and challenges of the process.

### Questionnaire Results

Items in the questionnaire related to this research question are mentioned in table 4.5

Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
1. The supervisor's role is more of a coach than an evaluator.	2.84	0.83	3.70	0.57
3. The supervisor observes classes for assistance in improving instruction and not for evaluation.	2.80	0.79	3.75	0.44
9. The supervisor provides active support and clear directions to teachers.	2.88	0.76	3.75	0.44
10. The supervisor provides opportunities for collaborative planning for teaching classes.	2.66	0.75	3.40	0.82
12. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	2.79	0.80	3.50	0.60
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	2.88	0.72	3.1	0.71
21. The supervision process helps me in identifying teachers' professional development needs.	2.88	0.76	3.00	0.56
22. The supervision process helped me become better able to identify effective instructional practices.	2.80	0.70	2.95	0.60
23. The supervision process helped me identify characteristics of effective teaching and teachers.	2.84	0.68	3.00	0.64
26. The supervisor keeps a well documented file about each teacher's supervision process.	2.81	0.77	3.20	0.69
27. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	2.72	0.73	3.20	0.61
<b>Extra items in questionnaire of teachers</b>				
34. My supervisor has the required skills and knowledge of the supervision process of teachers.	2.55	0.62		
35. My classroom instruction has improved as a result of supervision	2.77	0.79		

Results showed that there is partial agreement among teachers and full agreement among supervisors on many items which sought the views of both of them. Teachers partially agreed (2.8) that the supervisors' role is more of a coach than an evaluator while supervisors (3.7) agreed to that. Teachers partially agreed (2.8) that the supervisor observes classes for assistance in improving instruction and not for evaluation while supervisors (3.7) agreed to that. Teachers also partially agreed (2.8) that the supervisor provides active support and clear directions to teachers while supervisors (3.7) agreed saw that they do so. Providing opportunities for collaborative planning for teaching classes was something seen by teachers as partially agreed (2.6) while supervisors (3.4) agreed to that. Again teachers partially agreed (2.7) that there is encouragement for continuous reflection and inquiry into teaching by the teacher while supervisors (3.7) agreed. Teachers also partially agreed (2.8) that the classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance while supervisors (3.0) agreed to that. Also teachers partially agreed (2.8) that this supervision process helps them in identifying their professional development needs, the effective instructional practices, and the characteristics of effective teaching and teachers whereas supervisors (3.0, 2.9, and 3.0 respectively) agreed on the previous items. Teachers partially agreed also that the supervisor keeps a well documented file about each teacher's supervision process and reviews with the teacher her supervision file to decide on future steps and objectives (2.8, 2.7 respectively) while supervisors (3.2) agreed on the previous items. Two more items sought the views of teachers only. Teachers partially agreed that the supervisor has the required skills and knowledge of the

supervision process, and that their classroom instruction has improved as a result of the supervision process (2.5, 2.7 respectively).

Table 4.8 Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
<b>Extra items in questionnaire of subject supervisors</b>				
37. The classroom observation tools are very beneficial and easy to implement.			2.00	0.32
39. I need more training in applying the supervisory process.			3.10	0.30
40. I'm able to implement all steps of the supervision process as described in our school manual about instructional supervision.			2.15	0.67

Three more items sought the views of supervisors only and they showed disagreement that the classroom observation tools are very beneficial and easy to implement (2.0), and that they are able to implement all steps of the supervision process as described in their school manual about instructional supervision (2.1) while they showed agreement (3.1) that they need more training in applying the supervisory process.

Table 4.9 Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
6. Professional development in my school is part of the Instructional supervision process of teachers.	3.37	0.72	3.45	0.68
11. Trust, mutual respect, collegiality, and positive communication exist between the supervisor and teacher.	3.33	0.80	3.75	0.55
14. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	2.94	0.57	3.80	0.41
18. The supervisory process helps the supervisor get the teacher to the desired teaching performance objectives.	3.00	0.69	3.15	0.58
19. The supervision process in my school is very time consuming.	3.09	0.79	3.50	0.51

Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
20. The supervisor always considers the personalities and the developmental levels of teachers when he/she implements the instructional supervision process.	2.47	0.83	3.10	0.30
29. The supervisor provides frequent feedback regarding teacher classroom performance.	3.05	0.66	3.40	0.50
30. The supervision process provides data that help in designing various professional development activities for teachers.	2.80	0.66	2.80	0.69
32. The supervision process is a main practice in my school for improving teachers' professional development.	3.05	0.70	3.25	0.71

According to the results in the above table, teachers (3.3) and supervisors (3.4) had the same level of agreement concerning their views whether professional development in their school is part of the instructional supervision process of teachers, and whether trust, mutual respect, collegiality, and positive communication exist between supervisor and teacher (teachers: 3.3, and supervisors: 3.7). They also both agreed (Teachers: 2.9, supervisors: 3.8) that the interpretation and use of data occurs in a collaborative nature between the supervisor and the teacher. Again both teachers and supervisors scored between 3.0 and 3.8 which is agreement on the following: that the supervisory process helps the supervisor get the teacher to the desired teaching performance objectives, that the supervision process in their school is very time consuming, that the supervisor provides frequent feedback regarding teacher classroom performance, and that the supervision process is a main practice in their school for improving teachers' professional development. In responding to the item about whether the supervisor considers the personalities and the developmental levels of teachers when she implements the instructional supervision process, the teachers disagreed (2.4)

whereas supervisors agreed (3.1) on that. Again one more item showed similar level of partial agreement (2.8) from both teachers and supervisors which is whether the supervision process provides data that help in designing various professional development activities for teachers.

### Interview Results

Individual interviews were conducted with random sample of teachers and supervisors to elicit their views about the process of instructional supervision as a formal written procedure in their school system. This process has been implemented in their school for the past five years. Below are some of the supervisors' and teachers' views. The most significant answers provided by both teachers and supervisors are presented also below. The challenges that the supervisors mentioned are the following:

The Arabic supervisor said,

"One of the main challenges is the time issue. Applying this process of instructional supervision requires many individual meetings with teachers. Our weekly schedule is full with teaching hours, meetings with administration, parents, and doing many other tasks which we should show weekly to our school principal. This is making us do something in favor of other issues. To be frank, sometimes I apply the stages and fill in the forms while I'm in a very stressful situation. The problem is that this reflects on the teachers and they can feel it."

Another supervisor added,

"The big problem in this process is the forms that we need to fill in. The process is very good and helpful but what makes us reluctant sometimes to implement the process accurately is our fear of the papers that we need to write and the documentation for some unimportant steps in this process. I think the process needs to be modified in a way to help us as supervisors and teachers more."

The English supervisor commented,

"One of the main principles of this process is confidentiality and trust, yet this is usually being destroyed as soon as the teacher knows that we're sending the observation

reports to school principal or head of cycle. These procedures reduce the trust between the supervisor and teacher which makes the mission more difficult."

Some of the benefits mentioned by supervisors were as follows:

The science supervisor mentioned,

"I could notice that this process helps us work on weaknesses and teachers' skills in a very focused way. Some of the teachers progressed and took responsibilities in supervision (changed their position to be supervisors) in a very short time since this was done in a very extensive way. But to be frank, I wouldn't have been able to do that if I had to apply this process with many new teachers. So what helped me is that I had only one new teacher in my department."

Another supervisor mentioned,

"Teachers are dealt with in a very individualized way. Each teacher is treated according to her needs in terms of personality and professional skills. Before this we used just to list some training workshops and offer them to all teachers while now we are obliged to diagnose each teacher's needs and plan accordingly yet still we need to work more on the planning done for the whole school since not all teachers' needs are being taken into consideration."

Teachers mentioned the following benefits:

"This process helped me in progressing quickly in my teaching practices and skills. I know it was a little hard for me since I had to spend nights and nights just preparing and trying to find new ways for the coming lesson date yet this work showed its result in my end of year performance appraisal. I'm really very satisfied and I like my job now more than any previous time. I really can notice my progress due to this process. You can see my evaluation or my performance appraisal and notice how I used to be and how I became now in my class performance."

Another teacher added,

"I can describe this process as a very organized, systematic and clear way of following up the professional development of teachers. Teachers are not left alone at all. There's always follow up for them though it sometimes differs in its frequency between one supervisor and the other. This all depends on the work load and number of teachers that the supervisor has to follow up yearly."

The teachers had also some challenges that they considered,

"Some supervisors just fill in the forms and documents related in a very quick and unsystematic way due to lack of time and other duties required from both teachers and supervisors. I'm not convinced that these filled forms really reflect what was done with us in this process."

One other teacher commented,

"I think we need to be given more time for reflection and research. The teaching load and the many meetings we usually have hinder this process. Sometimes, I feel that I want to search for something or I want just to sit and think of how my lesson went in the first section so that I don't repeat the same in the second section but unfortunately I don't have the opportunity to do so due to time constraints and work load."

*Most significant answers provided by supervisors in the interviews about benefits of the supervision process*

- Systematic way of teachers' professional development.
- A coaching relationship
- Helps in getting a clear and detailed picture about the performance of each teacher
- Very detailed documentation
- This process obliges us to be organized, and work is unified among supervisors

*Most significant answers provided by supervisors in the interviews about challenges of the supervision process*

- Too much monitoring on us
- Many supervisors are limited now to this process and no variations in supervision of teachers
- The new and inexperienced teachers in our classes take the highest percentage of our time and big number of teachers supervised
- Time is very crucial, time needed to complete each clinical cycle is too much
- Applying the stages for the sake of audit and in a stressful situation
- Need more classroom observation tools for: inclusive classrooms, reading, writing speaking, group work, and emotional climate
- Too many forms to be filled in and some of them don't really target the objective
- Communications skills, tolerance, ability to work under pressure, management skills, too many responsibilities

*Most significant answers provided by teachers in the interviews about benefits of the supervision process*

- A very systematic way of controlling the teaching process and students' performance

- A very accurate way of knowing teachers' needs from the very beginning of the year
- There are no more brief visits to classrooms but whole sessions
- No more general feedback but very detailed class observation data

*Most significant answers provided by teachers in the interviews about challenges of the supervision process*

- No more a confidential process
- Time consuming and puts both teachers and supervisors under stress and pressure
- Too many forms to be filled in, a lot of documentation required for each step
- Many observation tools that need to be modified
- Time span between class observations is sometimes long which reduces the effectiveness and benefit a teacher might take

#### Documents Results

To be able to get a clearer and wider picture of teachers' perceptions about the process of instructional supervision, the researcher reviewed the reflection papers of some teachers (Appendix XVIII). These reflection papers are part of the portfolio that the teachers present at the end of the year. These are also part of the performance appraisal process, so each teacher submits a reflection paper at the end of the year and this usually becomes one component of her file which is kept in the Human Resources department.

In the reflection papers more than seven teachers mentioned their struggle with the time issue. They said that the process of instructional supervision is good and enhances their teaching performance, yet it has to be reviewed in a way to allow more time with supervisors for planning and feedback. Teachers were very proud about their relation with supervisors and they said that they really feel that the supervisors want to

help them improve their performance, yet they are not achieving this because they are always overwhelmed with so many tasks. They mentioned that many times they weren't very cooperative with supervisors and couldn't do the pre observation meetings since they were short of time. Another issue was the feeling of pressure most of the time. Other teachers mentioned that they lost trust in their supervisors because they discovered that they send the observation reports to the school principal though they (supervisors) told them at the beginning of the year that this is a confidential process.

Teachers also couldn't feel that the supervisors are providing them with more effective teaching practices. Some teachers mentioned that the post observation conference is being done in a very very quick way and they rush most of the time. They added that data derived from the class observation is not really analyzed in a collaborative way between them and the supervisors. Some teachers mentioned that supervisors need to be super patient since teachers vary in their abilities and capabilities and the rate of progress might vary considerably. They also added that some supervisors are always under the pressure of audit and how they are being held accountable if a teacher doesn't progress in her performance. They explained that this put teachers also under pressure. This is reflected on them indirectly.

Some teachers mentioned also that they weren't benefiting much of the supervision process because the time span between one attendance and the other is long so they tend to forget what they agree upon with their supervisors. They said that the supervisors have to do more coaching for them especially while they are identifying their professional needs assessment. Teachers mentioned that some topics in the list of training needs assessment were not easy to understand and they struggled in order to

understand what was meant like the topic of inquiry. They sought help from other teachers, something that they didn't expect as they knew that they will be coached and assisted in each step.

In summary, the supervision process was perceived as beneficial in general for both teachers and supervisors, yet they mentioned many obstacles hindering the effective implementation of it like time, documentation required of each step with its forms for audit purposes, unsuitable observation tools, forms that needs to be modified, loss of trust between teachers and supervisors. So, it might be important for school administration to start modifying this process by studying these obstacles and trying to modify as suitable to the school context.

Research Question 3: How does the process of instructional supervision contribute to the professional development of teachers?

Questionnaire Results

Table 4.10 Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
6. Professional development in my school is part of the Instructional supervision process of teachers.	3.37	0.72	3.45	0.68
28. There is a clear connection between supervision and professional development.	3.02	0.71	3.20	0.41
32. The supervision process is a main practice in my school for improving teachers' professional development.	3.05	0.70	3.25	0.71
<b>Extra items in questionnaire of teachers</b>				
33. The supervisory process in my school helped promote my professional growth	3.02	0.80		

Teachers and supervisors agreed (3.3, 3.4 respectively) that professional development in their school is part of the instructional supervision process of teachers.

They also (Teachers: 3.0, supervisors: 3.2) agreed that there is a clear connection

between supervision and professional development and that the supervision process is a main practice in their school for improving teachers' professional development. The teachers (3.0) also agreed that the supervisory process in their school helped promote their professional growth. This item was only included in teachers' questionnaire.

Table 4.11 Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
12. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	2.79	0.80	3.50	0.60
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	2.88	0.83	3.45	0.68
16. The teacher is encouraged to develop a plan for her/his professional growth.	2.81	0.84	3.15	0.81
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	2.88	0.72	3.1	0.71
21. The supervision process helps me in identifying teachers' professional development needs.	2.88	0.76	3.00	0.56
<b>Extra items in questionnaire of teachers</b>				
35. My classroom instruction has improved as a result of supervision	2.77	0.79		

Different views were found between teachers and supervisors concerning other issues mentioned in the questionnaire. Teachers partially agreed (2.7) that there is encouragement for their continuous reflection and inquiry into teaching while supervisors agreed (3.5). Also teachers partially agreed (2.8) that the supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment, that the teacher is encouraged to develop a plan for her professional growth, that the classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance and that the supervision process helps them in identifying their professional development

needs while supervisors agreed (3.4, 3.1, 3.1,3.0 respectively) on the previous items. Teachers also partially agreed (2.7) that their classroom instruction has improved as a result of supervision. This item was only included in teachers' questionnaire.

Teachers (2.8) and supervisors (2.8) partially agreed that the supervision process provides data that help in designing various professional development activities for teachers and that the supervision process includes different ways to enhance teachers' professional development

Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
30. The supervision process provides data that help in designing various professional development activities for teachers.	2.80	0.66	2.80	0.69
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	2.88	0.83	3.45	0.68

### Interview Results

Teachers and supervisors had similar views concerning some issues and different views concerning others. One Arabic teacher commented,

"My supervisor did several class observations at the beginning of the year in which she collected some data about the things that need to be improved in my class performance. Then she did a meeting to tell me about the list of characteristics of effective teachers which are school expectations of performance. She helped me identify my training needs and she put that in a special record that would show my progress (Appendix VII). She started observing my classes based on preset objectives and giving frequent feedback. At the end of the year, she did a meeting with me in which she showed me how I progressed based on a file that contained a lot of data about me which were compiled by her throughout the year and we identified the training needs for the following year. This very systematic process helped me a lot and I think the performance appraisal that was done for me at the end of the year with the school principal shows also my potentials and the level of performance I reached."

Another teacher said,

"The idea of a career portfolio (Appendix XI) was very new to me. This is something obligatory and part of the process. Though not many teachers have portfolios and they don't respond easily but I tried my best to do it. At the beginning I struggled until I knew what kind of documents and things I have to include in this portfolio. Compiling my work samples to put them in this portfolio obliged me to be always creative in order to include samples of my work in my portfolio. This of course had a very positive impact on my progress and professional development."

Supervisors also had a lot to tell about the contribution of this process to the professional development of teachers. One supervisor mentioned,

"This process is described in a way to have different professional development methods which could start from clinical supervision cycles, presenting models of lessons by more experienced teachers in front of other teachers and making a round discussion about the lesson presented, independent readings, studying certain courses in the university... but to tell you the truth, very few teachers are really involved in these professional development methods since they always have their reasons."

Another supervisor added,

"This process helps in compiling training needs from all departments since all supervisors are expected to fill in the list of training needs (Appendix XIII), so I would assume that the Human Resources department do a compilation of data drawn from all departments and have one professional development plan for all school teachers starting with the most frequent ones. The school has to have such a plan and help the supervisors in meeting these training needs of teachers."

One more supervisor added,

" This process helps in enhancing teachers' basic skills in her profession like giving appropriate feedback, classroom management skills, students' interaction and involvement, managing students' behavioral problems, setting classroom routines... but it doesn't have any specific procedures for improving teachers' specific teaching practices in her subject matter like strategies and ways for teaching math, science, languages... "

The math supervisor said,

"The school planned and performed training on this process for us yet the training was theoretical. Actually, we always tell them that some of the forms related to this process are very hard to fill in like the Flanders form."

*Most significant answers provided by teachers in the interviews about how the supervision process contributes to the professional development of teachers*

- Connection between the supervision process and the professional progress of the teacher
- The problem is that sometimes the training is based on workshops
- Other ways of professional development for teachers should be reconsidered

*Most significant answers provided by supervisors in the interviews about how the supervision process contributes to the professional development of teachers*

- Active learning became an important component in our professional development plans of teachers
- This process guides teachers to diagnose their own professional development needs
- It is a very accurate way of knowing teachers' needs from the very beginning of the year. This is especially important for new teachers or inexperienced teachers

#### Documents Results

The researcher reviewed the school professional development plan, teachers' performance development progress record (Appendix VII), teachers' professional development plan, teachers' needs assessment list (Appendix XIII), and teachers' career portfolio. The documents showed that each teacher has a file that includes all her professional development documents in addition to documents that show the supervision cycle that was done with her. The training needs lists showed that most old teachers included extra topics in the list which target very specific domains in the subject matter they teach like how to teach math problems creatively, ways of teaching listening, games for teaching Arabic grammar. New teachers prioritized their training needs starting with the very general topics like classroom management, feedback, students' interaction in class, and others. Some teachers had the same training need listed for two years and it's

still mentioned like the topic of implementing technology in classrooms, and differentiated instruction. School professional development plan showed that the school implements three long on-site training for teachers. Each day offers more than ten different workshops in which teachers get involved. The plan showed the titles of external training for teachers like training in other educational institutions. Supervisors were completely absent from the school professional development plan yet evaluation reports of the on-site training showed that supervisors were attending workshops offered by school. The researcher made a comparison between the training needs listed by teachers at the beginning of the year and the topics of the on-site workshops and noticed that the school provides 50% of the training needs requested by teachers.

One of the main things noticed in the professional development plans is that teachers' professional needs are usually targeted by training workshops mainly. Very few other professional development ways are being implemented with teachers though many other ways of pursuing professional development are described in the teachers' supervision manual of the school. It was noticed that some new teachers have attended many training workshops since the beginning of the year while other teachers haven't attended any workshop other than the ones offered by school in the three training days though both teachers had a list of training needs set from the beginning of the year through the first stage of supervision cycle. Reviewing teachers' performance development progress record (Appendix VII) showed that the main steps taken with most teachers are the individual meetings with them for purposes of checking students' grades, or tests and giving feedback, checking teachers' preparation copybook, meetings after class observations for analyzing the class observation data and giving feedback

also. For each of the above mentioned meetings the supervisor had to report to the administration about what she found and how she followed up each issue with the teacher, a fact that made teachers lose trust by their supervisors as they expressed in the reflection paper that was reviewed also by the researcher. For showing evidences of meetings held with teachers, the supervisors are required also to fill in some forms related to the purpose of each meeting.

To check preparation copybooks, the supervisors have a special form in which they provide information about the quality of teacher's preparation and this form is submitted to the administration. The researcher also reviewed a document that shows the titles, location, duration and number of workshops (Appendix P) attended by each teacher whether inside or outside the school. It was noticed that some teachers really targeted some of their training needs that were set at the beginning of the year while others didn't.

The most significant issue noticed in reviewing these documents is that professional development is so much based on workshops rather than other ways mentioned in the school supervision manual. The researcher tried to review some teachers' career portfolios. It was noticed that very few teachers had a portfolio since this is a new idea being implemented though it is part of the supervision process. The portfolios reviewed had some preparation samples, the list of training needs, the yearly subject educational plan, samples of exams prepared by the teacher, some material of training handouts. In comparison with the contents list of teachers' portfolio as required in the supervision cycle (Appendix XI), it was noticed that many other contents are

missing from all teachers' portfolios like class observation reports and the data analysis of each observation, forms that show professional development, and many other required documents (Appendix VIII, X, XI). The portfolios are kept in the Human Resources department and they were reviewed in the Human Resources office by the researcher.

### Observation Results

The researcher had the chance to observe how this process is contributing to the professional development of teachers in different situations. It happened that two teachers left school for medical and family reasons so two new teachers were recruited. In the observation of the first stage of supervision, the supervisors attended the teachers' classes for four consecutive sessions and filled in an open observation report (Appendix XVIII). Attendance was meant to diagnose teachers' professional needs. Then a meeting was held with each of the teachers in which they discussed their training needs and listed them on the provided form (Appendix XIII). The first training need or skill that they needed to work on was the classroom management techniques. So, the supervisor showed the teacher all the supervision cycle and the class observation tool that will be used for this classroom observation focus point. Many class observations were conducted later on based on this focus point and after each observation, a post observation conference was held between the teacher and supervisor in order to analyze the data and provide feedback. It was noticed that data analysis of the class observation was done by the supervisor alone and teacher had no role or involvement at all. The teacher just listened to supervisor's feedback and promised of changing and doing by the recommendations.

Some observations were also done during the on-site training that was planned and executed by school training staff. All school teachers had to attend these workshops. Teachers were assigned to workshops by their supervisors or head of cycles. The researcher attended some of these workshops and noticed that at the end of the training day, many teachers were complaining since what they attended didn't serve their training need at all. They talked to the head of cycle demanding to be asked later on when they want to involve them on-site or external training.

Since the observations were done towards the end of the year, the researcher observed also some meetings that were held between the teachers and supervisors to review their supervision files and to decide on professional development objectives for the coming year. This meeting is usually held between supervisor and teacher if the teacher isn't going to be evaluated by the school principal; and if the teacher is going to have a performance appraisal meeting with the school principal, then this step of deciding on next year professional development objectives will be done by the school principal. The supervisor reviewed the workshops that the teacher attended and highlighted the skills that were improved in the teacher's performance during this year through the supervision cycle and the external and on-site trainings. She then guided the teacher to the skills that they will be working on next year. This meeting was documented and the professional development objectives were written on a special form and submitted to the Human Resources department since they need to build the school professional development plan based on data coming from these reports also.

Research Question 4: How can the process be modified to meet the evolving needs of teachers and subject supervisors?

This question was addressed during interviews that were conducted with both teachers and supervisors and the questionnaires.

Questionnaire Results

The questionnaire items related to this research question are mentioned in table (4.5).

Table 4.13 Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
24. I would recommend modifying the supervision process in my school in order to meet the evolving needs of teachers.	3.18	0.65	3.50	0.51
25. I would recommend modifying the supervision process in my school in order to meet the evolving needs of subject supervisors.	3.11	0.74	3.60	0.50
<b>Extra items in questionnaire of subject supervisors</b>				
39. I need more training in applying the supervisory process.			3.10	0.30
40. I'm able to implement all steps of the supervision process as described in our school manual about instructional supervision.			2.15	0.67
41. I'm well trained on the implementation of the supervision process.			2.05	0.60

Both teachers and supervisors agreed that they recommend modifying the supervision process in their school in order to meet the evolving needs of teachers and subject supervisors (Teachers 3.1, supervisors 3.5). Supervisors also agreed (3.1) that they need more training in applying the supervisory process and they disagreed that they are able to implement all steps of the supervision process as described in the school

manual of instructional supervision and that they are well trained on the implementation of the supervision process (2.1, 2.0 respectively).

### Interview Results

Supervisors as well as teachers had a lot to say concerning their views and recommendations for modifying some of the procedures in this process in order to meet their needs. They not only suggested modifications but additions also and some deletions of either steps in the process or forms required in this process. Below is some of what they mentioned beginning with the English supervisor,

"This process doesn't allow the supervisor to see the teacher in other situations outside classroom like relation with parents, colleagues, and even with students. To have a comprehensive process of instructional supervision I would recommend that these issues be included in the description of this process especially that it is called "process of teachers' supervision at Welcoming School."

Another supervisor added,

"Supervisors should be included in this supervision process. We need to know more about other types of instructional supervision since this is a clinical coaching approach but we would like to know what other ways there exist in supervising teachers; we need to be always updated and trained on very recent pedagogies and new methods in education. We would like the administration to design trainings for us on these topics just as they did when they trained us on this process which is mainly relying on clinical supervision."

The Science supervisor said,

"It's quite important to keep trust between supervisor and teacher so I think that the school administration shouldn't ask to check for each teacher's file till the end of the year since we always tell teachers that this is a confidential and secret process between us so having the school administration review and check teachers' files is making us lose this trust and making some problems with them."

Another supervisor added,

"Too many forms to be filled in and some of them don't really target the objective; we need to reconsider some of these observation tools and other documents

that we have to fill while doing each small or big step. It's too much time consuming. We're spending our time on silly documentation sometimes."

Teacher comments were basically about the time that they have also to dedicate for the meetings required. One teacher said,

" This is a process which is full of forms that should be filled in and the supervisor has to use these forms despite lack of time, tiredness, pressure, stress, and on top she's accountable and under questioning if she couldn't really improve the teachers' professional performance. Many supervisors left their positions as supervisors and preferred to be teachers only just because they didn't want to be put in this situation at the end of the year. This was very tough on them."

### Summary

This chapter presented the results of the data. The data were collected from questionnaires and interviews with teachers and supervisors, so respondents' comments and actual quotations from the interviews were presented along with the statistical data. Also observations of different situations while applying the process of supervision, and review of documents related directly to the application of supervision process at Welcoming School were done.

Results showed that most supervisors and teachers could describe how the process of instructional supervision is conducted in their school. Supervisors and teachers' views of this process were similar in terms of their agreement that this process needs a lot of time and they both identified the need for more time and less tasks to be able to apply the process as described and required in the school manual of teachers' supervision. Both also indicated that there are many forms and documents that need to be modified or deleted and the same also is recommended for some steps described in the process especially that the school adopts auditing supervisors where all documents of

supervision are controlled and monitored. The majority of teachers indicated that they were satisfied with the supervision process and that it helped promote their professional growth yet they asked for more approaches to be adopted by supervisors in their supervision. Also both supervisors and teachers agreed that the supervision process is clearly connected to professional development of teachers. Finally, teachers showed high demand of change and modifications to be done to the way professional development is being offered and supervisors indicated their need to be included in the description of this process in order to meet their professional needs.

## Chapter Five

### *Summary and Discussion*

This chapter presents a summary with a discussion of the findings in light of the literature. This research sought to describe the process of supervision of teachers at one private school in Lebanon. It also sought to gain insight in how this process contributes to the professional development of teachers. The purpose of the study was also to investigate teachers' and supervisors' perceptions of benefits and challenges of this formal process and to suggest modifications for it to meet the evolving needs of both teachers and supervisors. Mixed method design was used in the study involving both quantitative and qualitative approaches. It utilized four instruments for data collection: questionnaires, interviews, and observations with both teachers and supervisors in addition to review of the school documents related to the supervision process of teachers. The data are summarized and discussed in relation to the research questions. Recommendations and implications for further research are also stated.

*Research Question 1: How is the process of instructional supervision conducted with the teachers?*

#### *Process of teachers' supervision*

The majority of the supervisors were able to describe the steps of the process as they are mentioned in the school formal procedure. Teachers were not able to describe the process as precisely as supervisors, and the reason may be that supervisors are the ones in control of implementing the steps and making the documentation required for each step. In brief description of the process, they mentioned that the supervisor meets

the teacher at the beginning of the year to establish the relationship between them which will be built on trust, privacy, support, collaboration and collegiality, to clarify for her how the supervision process is conducted at the school, to show her the characteristics of effective teachers which is a main standard for school expectations of teachers' professional performance, and to show her the observation tools that are used during class observations. At this level the supervisors mentioned also that they show the teacher how they follow up her professional development and improve her teaching or pedagogical skills. All documents related to each step in the process are presented in this first meeting also (Appendix VIII, X). Supervisors mentioned that they agree with the teacher on a set of class observations in order to diagnose her professional needs and the skills that need to be improved in her class or instructional performance. After these observations, the supervisor works collaboratively with the teacher to set the plan of professional development which could include different ways of professional development, trainings and a cycle of clinical supervision. Thus, based on teacher's needs, a cycle of clinical supervision starts which could be based on specific skills to be improved or on different other skills. One process almost universally considered to be supervision for classroom-based assistance is clinical supervision (Acheson & Gall, 2003; Cogan, 1972; Goldhammer, 1969; Pajak, 2000). Supervisors mentioned that the clinical supervision cycle in the school consists of the following steps 1- the pre observation conference, 2- the class observation, 3- analysis and interpretation of data, 4- post observation conference. The process adopted in this school as mentioned by supervisors and as formally written in the school written procedure of supervision of teachers is similar to the literature about instructional supervision of teachers. This is a

model which can be described as a developmental clinical approach with a coaching, collaborative, supportive and collegial framework. The model, referred to as clinical supervision, is derived from the pioneering work of Morris Cogan. Cogan's clinical supervision (1973) and Goldhammer's (1969), are publications resulting from this pioneer work (Glickman et.al, 2004). According to Glickman et.al, (2004), Glatthorn (1997), Tanner and Tanner (1987), Pajak, (2003), Costa and Garmston (1985), the structure of clinical supervision can be simplified into five sequential steps: 1- the preconference where the supervisor sits with the teacher and determines the reason and purpose for the observation, the focus of the observation, the method and form of the observation to be used, the time of observation, and the time for post conference. 2- the observation, 3- the analysis and interpretation of the observation, 4- the post observation conference to discuss the analysis of the observation and to produce a plan of instructional improvement, 5- the critique of the previous four steps for reviewing whether the format and procedures from the preconference through post conference were satisfactory and whether revisions might be needed before repeating the sequence.

#### *Supervisors' styles and approaches in supervision*

The school formal written documents of this process (Appendix VIII, X), state that the supervisor has to adopt different styles while applying the steps of the supervision process in order to help the teacher reach the self-guided or independent stage. This is the last stage where she will be capable of taking the decisions related to her teaching and class performance by herself and where she will no more be in need for the supervisor. The majority of the teachers expressed their disagreement about viewing supervisors as taking their developmental levels into consideration while working with

them. This contradicts what is written in the school supervision process and what is recommended in the literature. So, the supervisors are expected to apply the kind of supervision most suitable to the conceptual and developmental level of each teacher ranging from the novice teachers, to the experienced and to the expert teachers. This compares to Glickman's interpersonal approaches or supervisory approaches which are parallel to situational leadership theory (Glickman, 1990). He identified supervisory orientations as directive, collaborative, and non directive. These orientations portray the kind of approaches a supervisor would choose based on the developmental stage of the teacher; "effective supervision must be based on matching orientations of supervision with the needs and characteristics of teacher" (p.40). So, diagnosing the conceptual level of teachers is central to the success of developmental supervision. Ham's findings (1986), cited by Waite (1998), suggest, "The most effective supervisors were those able to match appropriate models or strategies to the specific needs and developmental levels of their teachers".

### *Career portfolios*

The process of supervision also requires teachers to develop their own teaching or career portfolios. This step is also very well exposed in the literature. " 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). Though this is one of the practices required in the supervision process, yet very few teachers had their

own portfolios and both teachers and supervisors expressed that this practice is new and teachers need to be more trained on its implementation.

### *Self Reflection*

Data on how the process of supervision is conducted at Welcoming School show that self reflection is a step required by teachers through the year (Appendix IX) and at the end of the year (Appendix XVIII). This is in line with the reviewed literature (Glanz & Sullivan, 2000). Teachers' files, prepared by supervisors, show that the majority of teachers do this kind of reflection. The opportunity for reflection not only maximizes learning but it improves teaching (Martin-Kniep, 2004).

### *School standards and expectations of teacher performance*

The process of supervision at Welcoming School showed that the supervisor presents the standard of school expectations of teachers' performance in the preparation stage. This is also recommended in the literature by many authors (Carifio & Hess, 1987; Goldberg, 1985; Holloway, 1995; Talen & Schindler, 1993; Van Ooijen, 2000). Van Ooijen (2000) suggests that adequate preparation is essential and in particular that the supervisees needs to be clear about what they want and need from supervision. Data revealed that supervisors and teachers didn't have full agreement about the implementation of this step in the process and they referred that to lack of time.

To summarize, the data findings from the interviews and the reviewed documents reviewed showed that the process of supervision at Welcoming School is similar to what is recommended in the literature about supervision of teachers. However, data from questionnaires of teachers and observations conducted by the researcher

showed that there are some steps in this process which are not implemented for different reasons and challenges mentioned by the teachers and supervisors (see p. 73-83).

*Research Question 2: How do teachers and supervisors view this process?*

*c- What are the teachers' and supervisors' perceived challenges of the process?*

*d- What are the teachers' and supervisors' perceived benefits of the process?*

Data from questionnaires, interviews, observations and reviewed documents especially the reflection papers of teachers showed that the majority of the teachers and supervisors perceived this process as an important and helpful process. It was also noticed that external control or audit on the implementation of this process obliges both teachers and supervisors to be working together to apply all the steps and documents as required. This verifies the implementation though a lot of complaints were raised by both teachers and supervisors about this procedure.

*Establishing relationship between supervisor and teacher*

Teachers and supervisors described their relation as collaborative, trustful, and collegial with positive communication existing between the two parties. This relation is built at the beginning of the year, and supervisors are trained on how to establish it and keep it maintained since it forms a pillar to the continuity of cooperation between them, which would result in better atmosphere at school and better performance for teachers. This is similar to what is mentioned in the literature about supervision (Goldhammer et al., 1993).

*Post observation conference and feedback*

Post observation conferences showed to be a systematic practice in teachers' supervision process at Welcoming School unlike the pre observation conference which

showed to be a weak practice and neither supervisors nor teachers agreed that this phase of the supervision cycle is being implemented as it should be. They attributed that also to lack of time. In the post observation conference teachers are provided with feedback about their instructional performance. Feedback is effective because of its frequency, timing, specificity, and contextualized nature." (Goldhammer,1997).

### *Observation tools*

Teachers weren't satisfied with the way data was collected about their performance and they considered some of the observation tools inaccurate in getting the objective data. They also mentioned that though supervisors give them feedback on their class performance, yet they are not involved in analyzing the data derived from the class observation. Teachers needed to be more involved in the analysis process of data and to be given more opportunities of conversations with the supervisor to defend their choices of some pedagogical practices that were implemented as recommended by Varley (2005). They also complained that some observation tools are hard and they doubted that supervisors can use them appropriately. An example is Flanders interaction analysis system (students' interaction with teachers and students' involvement in the teaching-learning process observation tools). Teachers and supervisors recommended a revision for some class observation tools. Supervisors also required more class observation tools to be added as appendices to this process like tools for observing class emotional climate, inclusive classes, and tools for specific domains in subject matter like reading, writing, and problem solving.

*Differentiated supervision*

One of the challenges that the supervisors mentioned and that the teachers missed is the variety of supervisory strategies or models. They mentioned that this formal process holds teachers and supervisors accountable through the audit. This made supervisors employ one form of supervision which is the one described in their school formal process and which is basically described as a clinical supervision in a collaborative and developmental framework. Supervisors are obsessed by the implementation of the process as it is since they have to show evidence of their work. This can only be recognized if they show the documentation of each step in the process through the accompanying forms or appendices. So, other models of supervision like mentoring, peer coaching, cognitive coaching, action research, or other differentiated models aren't implemented with teachers. However, the research recommends using supervisory strategies that fit different teachers who vary in experience and thinking ability (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.

*Coaching or evaluative role of supervision*

Data showed also that the majority of teachers tend to believe that the role of the supervisor is to evaluate their performance, rather than to offer support and coaching, contrary to what supervisors explain to them at the beginning of the year. Teachers were very bothered by the evaluative nature of this supervision process though this is not explicit in the written description of the process, but they can feel it. They explained this more clearly in the interviews by mentioning their dissatisfaction with having the

supervisors submit the class observation reports to the school principal weekly. Teachers wondered about the purpose of this very detailed documentation for each step in the process if the objective is coaching and supporting the teacher. This is aligned with Rossow and Warner (2000) who noted that, "evaluative supervision was conducted for the purpose of developing records, which can be used to justify continuing or terminating the employment of teachers" (p. 66). Though Diaz-Maggioli (2004) insisted that most supervisory practices include evaluation, whether implicitly or explicitly yet Blasé and Blasé (2004) said that, "Supervision at its best should be a collaborative approach rather than inspection, oversight, and judgment" and Glanz (2006) noted that, for clinical supervision to work, it must be separated from evaluation.

#### *Data collection about teachers' performance and progress*

Findings on whether the supervisor collects systematic data about teachers' performance show a discrepancy between teachers and supervisors responses. Supervisors were fully satisfied while teachers were not satisfied about the data being collected; explaining that these data are very fragmented and taken on long intervals and far durations which makes the data useless and not valid. The researcher's observations and review of documents in some teachers' files showed also that there is a difference and inconsistency among teachers' files and data compiled about each teacher's performance and supervision process. This contradicts what's recommended in the literature. Nolan (2005) for example identified seven essential skills of classroom-based supervision. These skills include collecting systematic data. Also Good and Brophy (1987) stated, "Teachers are seldom observed on any systematic basis. Consequently, they seldom receive valuable information about ways to increase their effectiveness, and

when they are observed it is typically for purposes of evaluation”(p.50). Teachers' call for having systematic data collected about their supervision process is legitimate and helps in improving their performance. It might be that supervisors are collecting the data yet they might not be keeping the records and this is a skill that they need to learn (Kohner, 1994; Neufeldt, 2004)

*Same process for all teachers*

Data revealed that supervisors apply the supervision process as described in the school system with all teachers, a fact that made many teachers complain especially that some don't really need to go through the three phases of the clinical supervision stages. Supervisors were unsatisfied also since they had to show documentation of their follow up of teachers' performance through the forms that they had to fill in with each step in this process. Though differentiation in teachers' supervision is recommended in the formal supervision process of Welcoming School, yet data didn't reveal that this is being implemented. Between what is written as supervision of teachers in school's formal system and implementation, there is a gap. Supervisors were very keen to implement the steps and record each step on the form that shows evidence. Their credibility was in question if the internal or external audit did not reveal the forms used for each step in the process. So, supervisors were using the same supervision method for all teachers regardless of whether they were beginning, experienced, or expert teachers. This one-size-fits all approach to supervision is bureaucratic, relies on inspectional methods, and is more concerned with administrative efficiency (Sullivan & Glanz, 2000). It is neither feasible nor necessary to provide clinical supervision to all teachers- it is time consuming and not practical to use with all teachers, and there is no conclusive evidence

that clinical supervision improves the performance of competent, experienced teachers (Glatthorn, 1990). When supervision is limited to only one model such as the clinical model of supervision, supervisors won't have the chance to differentiate and apply various models, which could better serve teachers' needs.

*Time critical factor in supervision*

Limited available time was a main problem for both teachers and supervisors. They both expressed how much they suffer to implement the process as it is required in the school system. Data from questionnaires, interviews, observations, and reviewed documents showed that supervisors rarely do the pre observation conference with teachers to plan and identify the classroom observation tool that will be used according to the focus point that they agree on with the teacher. Also before the post observation conference, they don't have time to sit with the teacher and analyze the data derived from her class observation and they rarely do the diagnosis and planning of teacher's professional needs together. The list of professional development needs is something that the teachers fill in alone most of the time, which leaves them unable to identify their training or professional needs especially the new teachers since they are not always able to understand the topics listed for them. Teachers explained that most of them have twenty four teaching hours weekly in addition to the many meetings scheduled in their timetables. They feel that they are always working quickly yet they are not able to catch up with the school demands and their duties.

Many supervisors explained that the multi tasks given to them are obliging them to apply the supervision process with teachers in a superficial way. They care only about the documentation that they need to show to the auditors. Sometimes they just fill in

some of the forms and let the teacher sign as proof since they don't have enough time to sit together and discuss deeply some issues related to teacher's performance. Upon examining supervisors' weekly calendars, it was noticed that supervisors' daily schedules were overloaded with different tasks. This prevented them from meeting regularly with the teacher to discuss and reflect on her practices and checking for her professional needs and progress. This problem was common among supervisors and teachers. Data findings all the instruments showed that teachers and supervisors fully agreed that the supervision process in their school is very time consuming. They all asked for more time to be able to benefit more from this process. The literature confirms this result as Mayer and Austin (1994) found that when teachers are given time, space, and security for personal, professional discussion and "soul-baring", authentic professional growth can occur. The problem is more crucial for supervisors since they have considerable numbers of new and inexperienced teachers joining the school every year. Many supervisors expressed that they might be able to apply this supervisory process as required in the formal written procedures if they have a high percentage of teacher retention. New teachers need a lot of training, support, and follow up from supervisors in a time that supervisors are not really able to provide this time to them. The literature indicates that sufficient time is a necessary characteristic of any professional development activity (Guskey, 2003). Teachers need feedback and comparative information to help them assess and enhance their effectiveness (DuFour & Eaker, 1998; McLaughlin & Talbert, 2006).

*Experience and knowledge of supervisors*

Another challenge that teachers expressed was their concern about having an experienced and knowledgeable supervisor to deal with. They were not fully satisfied that doing the post observation conference the supervisor is able to improve their teaching performance and provide them with different strategies to implement. Some teachers said that the supervisor tells them what was not very useful in their lesson presentation without providing other options or ways for teachers to adopt later on. They added that the supervisors should not only be knowledgeable in the subject matter but also in teaching practices, new innovations in teaching, and other technical and professional skills needed for their tasks, so assigning experienced supervisors to guide and support teachers provide valuable professional development for both parties. According to Wiles and Bondi (1996), supervisors are developers of people, of curriculums, instructional specialists, human relation workers, staff developers, administrators, managers of change, and evaluators. Also Carroll (1996) identifies a good supervisor as being a good teacher, who has access to a range of teaching and learning methods and can adapt to individual supervisees.

*Extended and not short class visits*

Teachers and supervisors were satisfied with the fact that this process demands supervisors to attend classes for a whole session in order to collect data about class and teacher's performance. Teachers expressed that they are no more being judged after short visits to their classrooms but supervisors are required to provide complete data about the class through specific observation tools. Supervisors were satisfied but at the same time they complained that teachers are receptive most of the time since they don't have

enough time to analyze, reflect and discuss this data. This contrasts with Smylie and Conyers (1991) who stated that supervision that makes a difference in the instructional lives of teachers is the one that empowers teachers to learn from examining their own practices. Supervisors reported that the ideal practice is to ask the teachers to analyze the data and tell about the lesson and not to sit passively while the supervisor tells the teacher about the lesson.

*Research Question 3: How is this process contributing to the professional development of teachers?*

Data derived from questionnaires, interviews, observations, and documents review showed a general satisfaction of supervisors and teachers toward this process and its contribution to the professional development of teachers. Findings reveal the steps required in this process as helpful for the supervisor to know about the novice teacher's professional needs and to identify old teacher's professional needs also. The literature also showed that instructional supervision contributes to professional development (Beach & Reinhartz, 2000; Glickamn et al., 1998; Wanzare & Da Costa, 2000).

Teachers mentioned that the diagnosis of professional development needs starts from the first step of the recruitment process for new teachers and from the end of year evaluation for the old teachers. This focused way of defining teachers' needs had a satisfactory impact on teachers and supervisors.

*Diagnosis and planning for teachers' professional development needs*

Teachers and supervisors agreed that this supervision process helped in promoting teachers' professional performance. Findings show that after each teacher lists

her professional development needs, a plan is set for her and is later sent to the Human Resources department to become part of the whole school plan. This aligns with the literature on professional development becoming whole school approaches (McAlpine et al, 1998; Sweeney, 1999; & Willis; 2000).

### *Learning opportunities and teachers' satisfaction*

Teachers were unsatisfied with the learning opportunities provided to them. These learning opportunities were most of the time based on internal and external workshops. They both called for various types or models of professional development. Research explores the premise that professional development that has a substantial number of contact hours and is sustained over a period of time has a generally stronger impact on teaching practice and is more consistent with systemic reform efforts than professional development of a more limited duration (Corcoran, 1995b; Darling-Hammond, 1995; Hargreaves & Fullan, 1992; Hiebert, 1999; Lieberman, 1996; Little, 1993; Richardson, 1994; Stiles, Loucks-Horsley, & Hewson, 1996). The above body of research evidence suggests that certain types of professional development activities are more likely than others to offer such sustained learning opportunities, that is, they provide teachers with sufficient time, activities, and content necessary to increase knowledge and encourage meaningful changes in their classroom practice. These 'reform' types of PD activities include: study groups in which teachers are engaged in regular, structured, and collaborative interactions around topics identified by the group; coaching or mentoring arrangements where teachers work one-on-one with an equally or more experienced teacher; networks which link teachers or groups, either in person or

electronically, to explore and discuss topics of interest, pursue common goals, share information, and address common concerns; immersion in inquiry, in which teachers engage in the kinds of learning that they are expected to practice with their students (Loucks-Horsley, Hewson, Love, & Stiles, 1998). In comparison to the traditional ‘one-hit’ workshops, these types of activities are usually longer in duration, allow teachers the opportunity to practice and reflect upon their teaching and are embedded in ongoing teaching activities. Some of these activities, for example mentoring, coaching, and observation, take place during the process of teaching and therefore are easier to sustain over time (Garet et al., 2001). Other activities, for example study groups sustained across time, can have very beneficial effects not only on the self-efficacy of the teachers but also on building community and relationships, making connections across theory and practice, curriculum reform, and developing a sense of professionalism (Arbaugh, 2003). Supervisors were not satisfied also with the fact that though they plan to send teachers to various external workshops or other professional development activities yet some refuse and the administration does not take any action with them. They explained that some teachers have power over the administration so rules are not applied on them.

#### *Regular revision of teachers' professional development files*

Teachers and supervisors expressed their satisfaction toward requiring supervisors to review the supervision and professional development file of each teacher regularly. In this file, supervisors are assumed to have documentation about each teacher's professional progress record and to specify the professional needs or objectives that were met and those that they have to be working on later. This is by the requirement

of the school, yet most teachers and supervisors' answers showed that this regular review of teachers' files is not done because of time issues and this step is left till the end of year to be accomplished with the teacher. Thus, the process has clear steps that show that it is contributing to the professional development of teachers yet implementation is still not as described in the process.

#### *Top-Down decision making in teachers professional development*

Teachers expressed their satisfaction with the fact that the school offers in-service training workshops three times per year and all teachers are involved in these workshops, yet they weren't satisfied that they are registered in workshops without being asked or at least consulted. Teachers' remark is also confirmed in the literature as Glanz (2006) stated that “professional development is undoubtedly an invaluable learning activity to support teachers and to improve student learning. However, much of staff development is content-weak, episodic, and at its worst, irrelevant to the needs of teachers” (p. 84). Unfortunately, staff development sometimes comes in a top-down form and is not useful for a teacher or groups of teachers’ specific needs. So, it is important for the school to have teachers' opinion regarding their involvement in different PD activities since they are expected to be more capable of specifying their needs.

#### *Personal professional development plans and needs*

Data showed that teachers are not encouraged to set their own professional development plans though in the supervision process it is required that the supervisor works with the teacher to help her reach the self-guided stage. This is the last stage of

the developmental supervision model that Welcoming School adopts. Barkley and Cohen (1999) recommended that teachers reflect on their growth and participate actively by stating their plans for achieving its goals whether by attending workshops or reading relevant research or being observed in class as they implement new learned methods.

According to both teachers and supervisors the supervision process provides continuous data about each teacher's progress of performance and professional development needs, yet they had different opinions regarding whether these needs are being met. Teachers mentioned that two years ago they demanded to be trained on some new topics like use of technology in classrooms and other topics related to their domain of teaching but till now they have not been provided with them.

#### *Supervisors' professional development in the supervision process*

Findings show that this process does not help supervisors to meet their own professional development needs. They felt that they are far from any professional development activity and the school system does not include anything that would help in identifying their professional development needs. The majority expressed their need to be trained on the school supervision process emphasizing the fact that they need to have more practical training and not theoretical and they asked to be trained on the various models of supervision other than the clinical supervision which is a main practice in their school. Findings show that supervisors were aware of mentoring, peer observations, peer coaching, cognitive coaching, walk throughs, action research, or portfolio development. This aligns with Butterworth and Faugier's (1992) finding that supervisors require training in supervision as an integral part of their professional

development. Many authors have also advocated more structured training for supervisors (Alien et al., 1986; Alonso, 1985; Harrar et al., 1990; Longanbill and Hardy, 1983; Styczynski, 1980).

*Research Question 4: How can the process be modified to meet the evolving needs of teachers and subject supervisors?*

Answering this research question will be based on supervisors and teachers' recommendations in addition to the overall findings of the study and what the literature suggests as good practices in supervision of teachers. These are stated under implications for practice.

Data from questionnaires and interviews revealed that both teachers and supervisors recommended some modifications in this process. The majority of supervisors expressed their need for more training on the steps of the supervision process in their school to be able to implement it more effectively with teachers. They also recommended having a well established system on the whole school level in which diagnosing and planning for supervisors' continuous professional development is in place. Many supervisors recommended adding the topic of teachers' relation with parents to the description of the supervision process to make it more comprehensive. Both teachers and supervisors recommended also keeping all documents related to their supervision process between them and not to be submitted to the administration since the relationship is assumed to be a confidential, trustful, and collegial one as it is described in the formal document of the supervision process. Nolan and Hoover (2005) noted that essential to supervision are the skills of building trust and positive communication. A

climate that provides for collaboration and that promotes continuous growth is important to fostering relationships where trust and communication can occur. Again teachers and supervisors agreed that filling out many forms diverts supervisors' attention from focusing on enhancing teachers' instructional and professional practices.

### *Conclusion*

The literature suggests that teachers skills contribute to student achievement (Florence, 2005; Marzano, 2003) and instructional supervision programs enhance teacher behaviors and skills (Dell'olio, 1998; Florence, 2005; Gleave, 1997; Greene, 1992; Hillyer, 2003; Hyun & Marshall, 1996; McBride & Skau, 1995; Munson, 1998; Varley, 2005; Wallace, 1998; Zepeda, 2002; Zepeda & Ponticell, 1998). In other words, teachers and students benefit from the supervision process in schools, which leads to the improvement of the whole school performance.

In this study, questionnaires, interviews, observations and document review were conducted to describe the process of teachers' supervision at Welcoming School, to teachers and supervisors views of this process, and to conclude with some modifications for this process to meet the needs of teachers and supervisors. Results of the study are comparable with those found in relevant literature.

In general, the supervision process at Welcoming School showed to be a beneficial practice for both teachers and supervisors as it enhances teachers' professional performance. "Supervision is designed to provide opportunities for teachers to continuously expand their capacity to learn and to teach more effectively" (Sergiovanni & Starrat, 2002). Analysis of the results showed that this process could serve its

purposes more if some steps and procedures are reconsidered for modifications especially in terms of the formalities of documentation. Participants showed interest to have the class observation tools revised and modified in order to meet the specific domains in subject matters. Most of the teachers' and supervisors' responses showed their complaints of the time issue. The lack of time and the number of tasks and responsibilities seemed to cause stress for all. Another common issue that caused dissatisfaction, as expressed by teachers, was the lack of pre planning and pre observation conferencing in the supervisory process. Teachers stated that, the pre observation conference was usually omitted by supervisors in using clinical supervision. Clinical supervision, according to researchers (Goldhammer et al., 1993; Tanner and Tanner, 1987), should include pre observation conference as a necessary part of the supervision process. Thus the school might need to reconsider teachers' and supervisors' tasks and try to modify as suitable.

Teachers' and supervisors' responses showed general agreement that this process enhances teachers' teaching skills and practices since it includes very detailed procedures for teachers' follow up in and outside the classroom. They were satisfied that this process helps put the new teacher under intensive development starting with her recruitment process. It also follows up on veteran teachers' professional development starting with the evaluation stage at the end of the year.

A trend was observed concerning identifying teachers' training needs, which should be done between teacher and supervisor as a step in the process of the supervision cycle. Almost all teachers slightly agreed that this step is conducted with

them. The formal description of the process in the school system is compatible with what the literature recommends as good practices, yet the implementation showed missing practices due to lack of time or sometimes also due to lack of knowledge, experience, or training of the supervisors.

Teachers and supervisors agreed that the supervision process is closely and directly connected to professional development of teachers. They perceived supervision to be a practice that promotes their professional development. Sullivan (1997) supported this point of view stating that, " they can and should overlap as needs and local preferences dictate". Most of teachers requested more planning to be done for the professional development activities provided to them in a way to have various models of professional development activities implemented. Supervisors showed their need to be placed in the whole school system of planning for their professional development needs as well.

#### *Implications for practice*

1. Supervision is a well defined process in the school system which showed to be in need for some improvements as per the findings of this study. Thus, the school administration can form working committees from both teachers and supervisors to review this process and suggest modifications according to the school context and situation.
2. Since time showed to be a hindering factor for implementing many steps in the process such as the pre observation conference, the training needs assessment, and the regular revision of the teachers' supervision files throughout the year, it

would be advisable to review and modify the job duties and responsibilities for both teachers and supervisors in light of the demands of this supervision process.

3. The school system identifies professional development of teachers as a component of the supervision process, while the opposite could be right. The instructional supervision of teachers should be an important component of an effective and comprehensive professional development program (Wanzare & Da Costa, 2000).
4. Many supervisors and teachers complained about the required forms in addition to their complaints concerning the difficulty of some class observation tools. So, it is recommended that the process be reviewed in a way to reduce the number of forms needed for purposes of documentation and audit only, to cancel some of the forms which include the same objective, and to review the observation tools in light of the ones found in the literature. An example is the Flanders interaction analysis system (students' interaction with teachers and students' involvement in the teaching- learning process observation tools). Other observation tools that would target specific domains in the subject matters (observing teaching reading practices, inclusive classrooms) should be added.
5. Design various types and activities of professional development and vary supervisory approaches for teachers like study groups, action research, peer supervision, mentoring activities, cognitive coaching, reflective practice, in addition to workshops and seminars. Moreover, offer topics required by some

teachers and which are not listed by school on the form used (see Appendix XIII).

6. Develop professional development for teachers based on students' needs and not only teachers' needs which are usually derived from the teachers' training needs assessment list. This is recommended by Tallerico (2005).
7. Establish a trusting relationship between supervisors and teachers. This could be done by at least refraining from asking supervisors to send teachers' class observation reports and other related documents weekly to the school administration. Let this process be a coaching one far from evaluation and judgment by any other party.
8. Set a clear policy and rules concerning continuing professional development of teachers. No teacher has the choice not to be involved in any professional development activity for two years.
9. Train teachers to develop personal professional development plans and portfolios then evaluate application. A professional portfolio is a vehicle for both self and collaborative evaluation: It guides and records the complex processes involved in dynamic assessment of professional development. Teachers can and should take responsibility for their own professional development (Kaagan, 2004).
10. Involve teachers in filling in the observation forms since this might make them more aware of the criteria being used in class observation for each topic of class observations. This can be implemented by encouraging peer observation.

*Implications for further research*

1. This study contained a relatively small population from one of the many schools in this association applying this supervision process. It would be beneficial to use a larger population of the other schools' teachers and supervisors.
2. Since findings of the study showed a gap between the written procedure of the supervision process and the real implementation, it would be advisable to conduct a study evaluating the real implementation of this process. Is what's written being really practiced?
3. This study revealed perceptions of teachers and supervisors toward the supervision process. It would be beneficial to examine principals' perceptions of the process also.
4. This study suggested the use of several approaches to instructional supervision. Additional studies could investigate the effectiveness of each of the suggested practices and its influence on the improvement of teachers' performance and students' academic achievement.

*Limitations of the Study*

For the purposes of the study, the following limitations are recognized:

1. The collection of data through both interviews and observations may have been affected by positional authority of the researcher.

2. The time constraints may have limited data collection to certain defined periods of time.
3. The study had the limitations of all survey type research such as clarity of wording and respondent understanding of terminology.
4. The interview process was based on individuals' perceptions and understandings of the concepts, which relied on each participant's willingness to answer the questions openly and honestly.
5. The data were gathered from supervisors and teachers in one school. Other schools related to the association were not accessible. Generalizations may or may not apply to other schools across the country, but this is not the purpose of the case study research.

### *Reflexivity*

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 background and experiences with supervision and professional development may be seen as influential in her decision to conduct research in the area of instructional supervision. As an experienced teacher, administrator, and instructional supervisor, head of division (cycle two principal), Human Resources Manager, and as a director for the educational planning and development, this experience can be seen as both a strength and a weakness when conducting research. The researcher was well known in the school where she's conducting the research so there was a familiarity factor with the school divisions that

would have been challenging to mitigate. The participants were open and honest and treated the researcher with respect. The fact that the school was being studied as an “exemplary” school with regard to supervision practices seemed to ease the anxiety of the participants.

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## Appendix I

### Subject supervisors' Questionnaire

#### Part A: Demographic Information

Place an "X" in the appropriate box for each of the following items.

- **Subject matter you teach/ and or supervise:**
  - a. Languages (Arabic or French or English)
  - b. Social studies (history or geography or civics)
  - c. Math or Science
  - d. Religion
  - e. Informatics
  - f. Sport
  - g. Art or Music or Theatre
- **Level you teach/and or supervise:**
  - a. Cycle I (grade 1 or 2 or 3)
  - b. Cycle II (grade 4 or 5 or 6)
  - c. Cycle III (grade 7 or 8 or 9)
- **Number of years of experience in the teaching profession:**
  - a. 0-5      b. 6-10      c. 11-15      d. 16-20      e. 21-25      f. 30+
- **Number of years of experience in the supervision of teachers**
  - a. 0-5      b. 6-10      c. 11-15      d. 16-20      e. 21-25      f. 30+

**Part B: Instructional Supervision Process**

For each item, please circle the number that best describes your reaction to each statement.

**1. Disagree      2. Somewhat agree      3. Agree      4. Strongly agree**

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
1. The supervisor's role is more of a coach than an evaluator.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. The supervisor conferences to schedule and plan observations.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. The supervisor observes classes for assistance in improving instruction and not for evaluation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. The supervisor uses various observation tools based on my needs and the focus point of the observation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. The supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. Professional development in my school is part of the Instructional supervision process of teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. The supervisor applies differentiated models for teachers' supervision.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. All teachers are supervised applying the three phases in the clinical supervision cycle (pre observation, observation, post observation).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9. The supervisor provides active support and clear directions to teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. The supervisor provides opportunities for collaborative planning for teaching classes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
11. Trust, mutual respect, collegiality, and positive communication exist between the supervisor and teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
12. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. The supervisor collects systematic data for the teacher on her teaching performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
16. The teacher is encouraged to develop a plan for her/his professional growth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
18. The classroom observation tools are very beneficial and easy to implement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
19. I use the classroom observation tools in each class observation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
20. I need more training in applying the supervisory process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
21. The supervisory process helps the supervisor get the teacher to the desired teaching performance objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
22. The supervision process in my school is very time consuming.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Instructional Supervision Process	Please rate your level of agreement with each statement			
	Disagree	Somewhat agree	Agree	Strongly agree
23. I'm able to implement all steps of the supervision process as described in our school manual about instructional supervision.	1	2	3	4
24. The supervisor always considers the personalities and the developmental levels of teachers when he/she implements the instructional supervision process.	1	2	3	4
25. I'm well trained on the implementation of the supervision process.	1	2	3	4
26. The supervision process helps me in identifying teachers' professional development needs.	1	2	3	4
27. The supervision process helped me become better able to identify effective instructional practices.	1	2	3	4
28. The supervision process helped me identify characteristics of effective teaching and teachers.	1	2	3	4
29. I would recommend modifying the supervision process in my school in order to meet the evolving needs of teachers.	1	2	3	4
30. I would recommend modifying the supervision process in my school in order to meet the evolving needs of subject supervisors.	1	2	3	4
31. The supervisor keeps a well documented file about each teacher's supervision process.	1	2	3	4
32. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	1	2	3	4

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
33. There is a clear connection between supervision and professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
34. The supervisor provides frequent feedback regarding teacher classroom performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
35. The supervision process provides data that help in designing various professional development activities for teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
36. The supervision process includes different ways to enhance teachers' professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
37. The supervision process is a main practice in my school for improving teachers' professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Appendix II****Teachers' Questionnaire****Part A: Demographic Information**

Place an "X" in the appropriate box for each of the following items.

- **Subject matter you teach/ and or supervise:**
  - a. Languages (Arabic or French or English)
  - b. Social studies (history or geography or civics)
  - c. Math or Science
  - d. Religion
  - e. Informatics
  - f. Sport
  - g. Art or Music or Theatre
- **Level you teach/ and or supervise:**
  - a. Cycle I (grade 1 or 2 or 3)
  - b. Cycle II (grade 4 or 5 or 6)
  - c. Cycle III (grade 7 or 8 or 9)
- **Number of years of experience in the teaching profession:**
  - a. 0-5      b. 6-10      c. 11-15      d. 16-20      e. 21-25      f. 30+

**Part B: Instructional Supervision Process**

For each item, please circle the number that best describes your reaction to each statement.

**1. Disagree                      2. Somewhat agree                      3. Agree                      4. Strongly agree**

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
1. The supervisor’s role is more of a coach than an evaluator.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. The supervisor conferences to schedule and plan observations.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3. The supervisor observes classes for assistance in improving instruction and not for evaluation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. The supervisor uses various observation tools based on my needs and the focus point of the observation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. The supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. Professional development in my school is part of the Instructional supervision process of teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. The supervisor applies differentiated and various models for teachers’ supervision.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. All teachers are supervised applying the three phases in the clinical supervision cycle (pre-observation, observation, and post observation).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9. The supervisor provides active support and clear directions to teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. The supervisor provides opportunities for collaborative planning for teaching classes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
11. The supervisory process in my school helped promote my professional growth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
12. Trust, mutual respect, collegiality, and positive communication exist between the supervisor and teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14. The supervisor collects systematic data for the teacher on her teaching performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
15. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
16. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17. The teacher is encouraged to develop a plan for her/his professional growth.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
18. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
19. The supervisory process helps the supervisor get the teacher to the desired teaching performance objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
20. The supervision process in my school is very time consuming.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Instructional Supervision Process</b>	Please rate your level of agreement with each statement			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
21. The supervisor always considers the personalities and the developmental levels of teachers when he/she implements the instructional supervision process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
22. My supervisor has the required skills and knowledge of the supervision process of teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
23. The supervision process helped me become better able to identify effective instructional practices.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
24. My classroom instruction has improved as a result of supervision.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
25. The supervision process helped me identify characteristics of effective teaching and teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
26. I would recommend modifying the supervision process in my school in order to meet the evolving needs of teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
27. I would recommend modifying the supervision process in my school in order to meet the evolving needs of subject supervisors.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
28. The supervisor keeps a well-documented file about each teacher's supervision process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
29. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
30. The supervisor is objective regarding the class observation process and the analysis of data collected.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Instructional Supervision Process</b>	<b>Please rate your level of agreement with each statement</b>			
	<b>Disagree</b>	<b>Somewhat agree</b>	<b>Agree</b>	<b>Strongly agree</b>
31. There is a clear connection between supervision and professional development in my school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
32. The supervisor provides frequent feedback regarding teacher classroom performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
33. The supervision process provides data that helps in designing various professional development activities for teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
34. The supervision process helps in identifying teachers' professional development needs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
35. The supervision process includes different ways to enhance teachers' professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
36. The supervision process is a main practice in my school for improving teachers' professional development.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

## Appendix III

### Interview protocol (teachers)

- 1- What does instructional supervision mean to you?
- 2- In your opinion, what are some of the challenges of the supervision process that is implemented in your school?
- 3- In your opinion, what are some of the benefits and strengths of the supervision process that is implemented in your school?
- 4- Does the instructional supervision that is implemented with you satisfy and meet your professional development needs?
- 5- How do you describe the role of the supervisor (coordinator) in the instructional supervision process that is implemented in your school?
- 6- Are you satisfied with the quality of the instructional supervision that is offered to you in your school? Why?
- 7- How is the instructional supervision process implemented in your school?
- 8- How does the supervisor or coordinator follow up your professional development or professional growth?
- 9- What impact do you see on your professional development and growth as a result of the instructional supervision process that is implemented with you? Explain how.
- 10- What relation can you find between the instructional supervision process that is implemented with you and your professional development and growth?
- 11- What changes/modifications would you recommend to the supervisory process in your school to meet your needs?
- 12- Is there anything else you would like to share from your experience with supervisory practices?

## Appendix IV

### Interview protocol (Supervisors)

- 1- How does the supervisory process look like in your school?
- 2- What are some of the models of instructional supervision for teachers that you implement?
- 3- How do you describe your role in the instructional supervision of teachers?
- 4- In your opinion, what are some of the challenges of this process?
- 5- In your opinion, what are some of the benefits and strengths of this process?
- 6- What does instructional supervision of teachers mean to you?
- 7- As a subject supervisor or coordinator, how do you follow up the professional development of the teachers in your unit?
- 8- What impact does instructional supervision that you implement on the professional development of teachers? Explain how.
- 9- What relation can you find between instructional supervision process that you implement with teachers and their professional growth?
- 10- As a subject supervisor or coordinator, what support do you need in order to do a better practice of following the instructional supervision of teachers?
- 11- What changes/modifications/ improvements would you recommend to the supervisory process in your school to meet teachers' needs?
- 12- What changes/modifications/ improvements would you recommend to the supervisory process in your school to meet supervisors' needs?
- 13- Is there anything else you would like to share from your experience with supervisory practices?

## Appendix V

### Characteristics of effective teachers' checklist

**Note:** The checklist consists of 5 tables for qualities or characteristics of effective teachers, and each table has characteristics with indicators as shown in the below table which is only an example. The five tables are: (1- teacher as person, 2- teachers as a classroom manager, 3- teacher as a classroom organizer, 4- teacher implementing teaching, 5- teaching following up students progress and capacities.

This is a sample of the appendix found in the teachers' supervision process which is part of the school system.

#### Key of the checklist

\* An expert teacher

\* An experienced teacher

\* A beginner teacher

<b>Checklist 1:</b> teacher as a person/ human being				
Behavior, skill	indicators	beginner	experienced	expert
Students' care	shows effective listening	*	*	*
	cares for students psychological health		*	*
	cares for students physical health	*	*	*
	shows concern toward students' life outside school		*	*
	creates a caring and loving atmosphere in class		*	*
Students' respect	enhances positive behavior among students		*	*
	stops cases where a student shows disrespect to colleagues		*	*
	treats students fairly and shows respect to all	*	*	*
	provides opportunities to students to show their capacities	*	*	*
Interaction with students	maintains a professional role when having relationship with students		*	*
	gives students some responsibilities	*	*	*

Promotion of Enthusiasm and Motivation for Learning	shows happiness and joy and enthusiasm toward while teaching	*	*	*
Attitude Toward the Teaching Profession	has a positive attitude toward life and teaching		*	*
	has a purposeful and effective preparation		*	*
	participates in activities of school staff	*	*	*
	holds responsibility of students academic achievement	*	*	*
	seeks his own professional development		*	*
Role of Reflective Practice	knows his own points of strength and weaknesses			*
	sets high and effective expectations for his performance in class			*

## Appendix VI

### Classroom Observation Tool (Classroom Management)

Teacher:	Period:
Years of experience:	Duration:
Class and section:	Subject:
Number of students:	Lesson title:

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**Brief description of class events (classroom management):**

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**Classroom map**

**Point of Focus: *classroom management***

Criteria	Key	Examples
* friendly deals with students		
* gives students enough time to answer		
* shows enthusiasm while teaching		
* adds a humorous atmosphere in class		
* is a role model in behaviors and communication with students		
* involves a big number of students in the teaching/learning process		
* starts lesson on time		

* keeps students busy in effective and lesson related kind of work		
* moves among students frequently and calmly		
* implements verbal communication rules and procedures during activities		
* teacher's movement for approaching students and motivating attention		
* balances diversity and challenging levels in students' activities.		
* stops any unsuitable behavior assertively and firmly while maintaining student respect.		
* students are committed to good speaking manners.		
* students are committed to good listening manners.		
* teacher sets rules and behaviors which clarify the classroom routines and commit student to implement them		
* students show interest in studying		
* students receive continuous encouragement for participation.		

**Evaluation keys:** 1- *needs improvement* 2- *satisfactory* 3- *good* 4-*very good*

**Observer's general opinion**

1- points of strength:

-----  
 -----

2- points that need to be improved:

-----  
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Observer's name:

Signature:

Date:



## Appendix VIII

### Description of the Formal Supervision Process Steps at Welcoming School

- 1- The supervisor meets with the teacher at the beginning of the year to clarify the nature of the relationship between them. In this meeting the supervisor tells the teacher that this process will be built on cooperation, perseverance, guidance and coaching. She also tells her that this relationship is prevailed by objectivity and accuracy in collecting and analyzing the data which would help in putting recommendations according to teacher, school and supervisor's recommendations. This relationship is based on supporting the teacher in her work and helping her acquire teaching skills and evaluating her performance in order to reach independence and self guided stage.
- 2- Stage of professional attachment:
  - in this stage, the supervisor explains to the teacher the principles of supervision that will be conducted with her during the year and she explains to her that this relationship will be based on privacy, honesty, respect, desire to work together and mutual trust in addition to telling the teacher that this process has four stages: relating, assessing, coaching, guiding, and evaluating.
  - clarifying school expectations of teacher's performance based on characteristics of effective teachers (see Appendix V) and based on teacher's level (beginner, professional, experienced) in order not to be surprised later on.
  - telling the teacher that there are classroom observation tools which will be used to document each class observation. The teacher is told also that all these tools will be explained to her later on before each class observation.
- 3- Stage of assessing teacher's needs: in this stage the supervisor agrees with the teacher on a period of time which could be (4 teaching sessions) for diagnosing teacher's performance in relation to the list of characteristics of

effective teachers (Appendix V). This step is done to specify the skills that need to be improved in teacher's performance and helping the teacher specify her expectations in addition to specifying what the teacher knows and what she wants to know of teaching skills, relationship with students, parents, and the local community. In this stage the supervisor uses the following forms:

- List of training needs (Appendix XIII)
- Focus point form (Appendix XIV)
- Classroom observation tool: the open form (Appendix XVII)

In this stage, you can refer to classroom observation manual (Appendix X)

- 4- When the period of diagnosing teacher's performance is over, the supervisor holds a meeting with the teacher to show her the data collected during this period and to start analyzing this data in order to specify steps that will be done in the coming period. If the supervisor finds out that there are some skills that need to be improved in the teacher's performance, then they start the stage of improving the teacher's skills (coaching) and if the supervisor finds that the teacher has no need for a stage of improving her skills then she just moves with her to the independent self directed- guided stage.
- 5- Stage of improving teacher's skills: based on the teacher's needs that were specified in the stage of diagnosing performance, the supervisor and the teacher sit to prioritize the skills that need to be improved (needs). The list of skills or needs is then shown to the school principal. The following steps start:
  - Class observations using the observation tools found in the observation manual (Appendix X). This is done based on the agreement done between the supervisor and teacher. Each class observation will be based on an objective (focus point).
  - Supervisor explains to teacher the observation tools that will be used in the class observations that she'll do. These will be used according to the focus point of the class observation.

- Specify teacher's professional development ways (stages of clinical supervision, outdoor training, indoor training, readings of different articles or researches, observation of lessons in other teachers' classes, university course....)

All these steps should be documented in the teacher's professional performance record (Appendix VII).

- 6- Stage of independence or self-guidance, self- direction: this is the stage of guiding the teacher to help her reach a stage where she won't be in need for a supervisor and motivating her for progress through developing her capacities for:

- Problem solving
- Decision making
- Reflection: the teacher uses the following document while doing the reflection (Appendix IX).

- 7- At the end of the school year, the supervisor holds a meeting with the teacher to review and evaluate what has been achieved through the year and they specify professional objectives for the coming year.

#### **Note**

- 1- The teacher, with the assistance of the supervisor, has to develop her own career portfolio based on the checklist of the contents of career portfolios (Appendix XI).

## Appendix IX

### Reflection Form

The teacher uses this tool as part of his self evaluation process in order to evaluate his performance and put strategies for his improvement in the teaching process.

Teacher: \_\_\_\_\_ Cycle: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Learning objectives: -----

1- Did I develop and improve my teaching styles: -----

How did I do that? -----

2- Did I put a cohesive lesson plan that promotes my class learning? -----

How did I do that? -----

3- Did I evaluate my students' academic achievement based on their own work? -----

How did I do that? -----

4- Did I manage my class effectively? -----

How did I do that? -----

5- Did I motivate my students for learning and taking initiatives? -----

How did I do that? -----

6- Did I communicate clearly and accurately? -----

Examples: -----

7- My most important professional achievements till now: -----

8- The most challenge I faced till now: -----

I was able to confront this challenge through: -----

9- The ways I used to communicate with parents are: -----

10- My professional strengths are: -----

11- My professional domains that need improvement are: -----

## Appendix X

### Guide / Manual of Classroom Observation

If the teacher has a specific skill that should be improved in her performance, then the supervisor will be applying the clinical supervision cycle with her. The same steps will be applied for each class observation even if the teacher and supervisor are not working on enhancing a very specific skill in the teacher's performance except that in the clinical supervision cycle the classroom observation will be focused on the same domain or focus point until this point is enhanced or improved in the teacher's performance. In the regular observations, the steps are applied just as done in the clinical supervision cycle yet; in each class observation a different focus point will be targeted. There are three steps for implementing the class observation in clinical supervision:

- 1- **Pre observation conference:** before each class observation, the supervisor should hold a meeting with the teacher to agree on the date and time of the class observation and on the domains that will be the focus of this observation and on the class observation tool that will be used during this observation. The supervisor checks teacher's planning or preparation also for the lesson. This meeting should be documented on a special form (Appendix XII) part two.
- 2- **Class observation:** in this step, the supervisor attends the teacher's class and collects data about the lesson performance in an objective and accurate way. The supervisor agrees with the teacher also on the class observation tool that will help her in collecting data about the domain or focus point of the observation. Some of the observation tools according to the focus point:
  - i- form of measuring students' interaction with the teacher
  - ii- form of measuring students' involvement in the teaching-learning process
  - iii- form of selective verbatim
  - iv- form of inquiry learning

v- form of project presentation

vi- form of questioning skills

vii- form of feedback

viii- form of classroom management (Appendix VI)

ix- form of group work or any other form that both teacher and supervisor agree on and that serves the objective or focus point of the observation.

- 3- **Post observation conference:** after the class observation, the supervisor holds a meeting with the teacher in order to professionally discuss the class observation data and motivate her for improvement. During this meeting, the supervisor shows the teacher the data collected from the class observation in an objective way and he/she helps the teacher to self evaluate her lesson and distract her training needs.

This meeting should be also documented in a special form (Appendix XII) part five.

## Appendix XI

### Content List of Career Portfolio

This list helps the teacher to develop a career portfolio with the support of the supervisor in order to follow up professional development of teacher himself. Below is a sample of the contents of a career portfolio:

- Educational vision and professional objectives/ tasks and duties of this year (work plan).
- Training needs checklist
- Educational plans
- Lesson plans
- Tests or evaluation tools
- Training material (workshops, seminars, study circles...)
- Samples of responsibilities and achievements
- Forms of professional development (class observation tools and analysis of these, reflection paper..)
- Recognition letters
- Parents' remarks
- Reflection forms or reflection papers
- Samples of individual differences activities
- Case studies
- Pictures for class or class bulletins
- Students' achievements
- *Any other topic that shows teacher's or students' productions and achievements*



**3- Class observation (class observation tool will be attached with this document)**

**4- Conclusion of observation analysis of data (preparing for post observation conference).**

Points of strength

-----  
-----

Points that need to be improved

-----  
-----

**5- Post observation conference**

-----  
-----  
-----

Practical procedures agreed upon

-----  
-----  
-----

**6- Preparation for the coming class observation. Date:-----**

**Class and section:** \_\_\_\_\_ **period:** \_\_\_\_\_ **lesson**  
**title:** \_\_\_\_\_

**Duration of attendance:** \_\_\_\_\_ **observation tool:** \_\_\_\_\_

**Focus point** -----  
-----

**Remarks** -----

### Appendix XIII

#### Checklist of training needs

This checklist is used after analyzing teacher’s performance at the beginning of the year (4 sessions class observations done by the supervisor) in order to specify skills that need to be worked on and prioritizing them. This is a sample of the training topics which is based on characteristics of effective teachers’ checklist. The teacher will classify the topics in order starting from the most to the less important.

**Teacher:** -----                      **cycle:** -----                      **date:** -----

Topic	Rank
Classroom management techniques	*
Organizing classroom and preparing resources	*
Dealing with students’ behavior and implementing classroom routines	*
Time management in class	*
Specifying high expectations from students and guiding experiments	*
Relating teaching to daily life experiences	*
Dealing with students with special needs	*
Identify cognitive levels of thinking	*
Implementing questioning skills in the teaching learning process	*
Enhancing students' interaction in the teaching learning process	*
Giving appropriate feedback to students	*
Inquiry learning	*
Maintain a respectful atmosphere among students in the classroom	*
Any other needs identified between the teacher and supervisor:	
	*
	*
	*
	*

## Appendix XIV

### Focus Point Form

**Focus point form:** this is a form that shows the domains that will be specifically observed during class observation.

**Instructions:**

- \* In the pre observation conference the teacher and supervisor agree on the domain or objective that will be the focus point of the class observation.
- \* During class observation, the supervisor records all remarks related to the focus point mentioning examples also on each.
- \* After class observation, the supervisor and teacher analyze the data that were collected and based on this analysis, they put the conclusion (teacher acquired the skill or recommendations for the next observation if the skill isn't acquired yet).

Teacher:	class:	section:
Date of class observation:	Duration:	number of students
Supervisor:	subject:	

**Focus point 1:**-----

**Remarks:**-----  
-----  
-----

**Points of strength: :**-----  
-----  
-----

**Points that need improvement:** -----  
-----  
-----

**Focus point 2:**-----

**Remarks:**-----  
-----  
-----

**Points of strength:** :-----  
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**Points that need improvement:** -----  
-----  
-----

**Focus point 3:**-----

**Remarks:**-----  
-----  
-----

**Points of strength:** :-----  
-----  
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**Points that need improvement:** -----  
-----  
-----

**Focus point 4:**-----

**Remarks:**-----  
-----  
-----

**Points of strength:** :-----  
-----  
-----

**Points that need improvement:** -----  
-----  
-----

**Focus point 5:**-----

**Remarks:**-----  
-----  
-----

**Points of strength:** :-----  
-----  
-----

**Points that need improvement:** -----  
-----  
-----

**Teacher's signature**

**Supervisor's signature**

### Appendix XV

#### Instructional Supervision Process

For each item, please circle the number that best describes your reaction to each statement.

1. Disagree      2. Somewhat agree      3. Agree      4. Strongly agree

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
1. The supervisor's role is more of a coach than an evaluator.	Freq.	5	0	16	1	36	4	15	15	2.84	3.70	0.83	0.57
	Percent	6.9	0	22.2	5.0	50.0	20.0	20.8	75.0				
2. The supervisor conferences to schedule and plan observations.	Freq.	18	1	18	4	26	6	10	9	2.38	3.15	1.01	0.93
	Percent	25.0	5.0	25.0	20.0	36.1	30.0	13.9	45.0				
3. The supervisor observes classes for assistance in improving instruction and not for evaluation.	Freq.	2	0	25	0	30	5	15	15	2.80	3.75	0.79	0.44
	Percent	2.8	0	34.7	0	41.7	25.0	20.8	75.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
		1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree		Teachers	Supervisors	Teachers	Supervisors
		Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors				
4. The supervisor uses various observation tools based on my needs and the focus point of the observation.	Freq.	3	0	14	0	37	4	18	16	2.97	3.80	0.78	0.41
	Percent	4.2	0	19.4	0	51.4	20.0	25	80.0				
5. The supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback.	Freq.	2	0	1	0	34	3	35	17	3.41	3.85	0.66	0.36
	Percent	2.8	0	1.4	0	47.2	15.0	48.6	85.0				
6. Professional development in my school is part of the Instructional supervision process of teachers.	Freq.	1	0	7	2	28	7	36	11	3.37	3.45	0.72	0.68
	Percent	1.4	0	9.7	10.0	38.9	35.0	50.0	55.0				
7. The supervisor applies differentiated models for teachers' supervision.	Freq.	6	1	15	3	36	6	15	10	2.83	3.25	0.85	0.91
	Percent	8.3	5.0	20.8	15.0	50.0	30.0	20.8	50.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
8. All teachers are supervised applying the three phases in the clinical supervision cycle (pre observation, observation, post observation).	Freq.	9	4	23	4	31	3	9	9	2.55	2.85	0.87	1.22
	Percent	12.5	20.0	31.9	20.0	43.1	15.0	12.5	45.0				
9. The supervisor provides active support and clear directions to teachers.	Freq.	1	0	22	0	33	5	16	15	2.88	3.75	0.76	0.44
	Percent	1.4	0	30.6	0	45.8	25.0	22.2	75.0				
10. The supervisor provides opportunities for collaborative planning for teaching classes.	Freq.	2	1	30	1	30	7	10	11	2.66	3.40	0.75	0.82
	Percent	2.8	5.0	41.7	5.0	41.7	35.0	13.9	55.0				
11. Trust, mutual respect, collegiality, and positive communication exist between the supervisor and teacher.	Freq.	2	0	9	1	24	3	37	16	3.33	3.75	0.80	0.55
	Percent	2.8	0	12.5	5.0	33.3	15.0	51.4	80.0				
12. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	Freq.	2	0	26	1	29	8	15	11	2.79	3.50	0.80	0.60
	Percent	2.8	0	36.1	5.0	40.3	40.0	20.8	55.0				

Instructional Supervision Process	Please rate your level of agreement with each statement									Mean		Standard Deviation	
		1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree					
		Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors
13. The supervisor collects systematic data for the teacher on her teaching performance.	Freq.	2	0	18	1	44	8	8	11	2.80	3.50	0.66	0.60
	Percent	2.8	0	25.0	5.0	61.1	40.0	11.1	55.0				
14. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	Freq.	0	0	14	0	48	4	10	16	2.94	3.80	0.57	0.41
	Percent	0	0	19.4	0	66.7	20.0	13.9	80.0				
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	Freq.	5	0	14	2	37	7	16	11	2.88	3.45	0.83	0.68
	Percent	6.9	0	19.4	10.0	51.4	35.0	22.2	55.0				
16. The teacher is encouraged to develop a plan for her/his professional growth.	Freq.	4	1	21	6	31	6	16	7	2.81	2.95	0.84	0.94
	Percent	5.6	5.0	29.2	30.0	43.1	30.0	22.2	35.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	Freq.	1	0	20	4	37	10	14	6	2.88	3.1	0.72	0.71
	Percent	1.4	0	27.8	20.0	51.4	50.0	19.4	30.0				
18. The supervisory process helps the supervisor get the teacher to the desired teaching performance objectives.	Freq.	1	0	14	2	41	13	16	5	3.00	3.15	0.69	0.58
	Percent	1.4	0	19.4	10.0	56.9	65.0	22.2	25.0				
19. The supervision process in my school is very time consuming.	Freq.	1	0	16	0	30	10	25	10	3.09	3.50	0.79	0.51
	Percent	1.4	0	22.2	0	41.7	50.0	34.7	50.0				

Instructional Supervision Process	Please rate your level of agreement with each statement									Mean		Standard Deviation	
		1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree					
		Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors
20. The supervisor always considers the personalities and the developmental levels of teachers when he/she implements the instructional supervision process.	Freq.	8	0	30	0	26	18	8	2	2.47	3.10	0.83	0.30
	Percent	11.1	0	41.7	0	36.1	90.0	11.1	10.0				
21. The supervision process helps me in identifying teachers' professional development needs.	Freq.	3	0	16	3	39	14	14	3	2.88	3.00	0.76	0.56
	Percent	4.2	0	22.2	15.0	54.2	70.0	19.4	15.0				
22. The supervision process helped me become better able to identify effective instructional practices.	Freq.	1	0	23	4	37	13	11	3	2.80	2.95	0.70	0.60
	Percent	1.4	0	31.9	20.0	51.4	65.0	15.3	15.0				
23. The supervision process helped me identify characteristics of effective teaching and teachers.	Freq.	1	0	20	4	40	12	11	4	2.84	3.00	0.68	0.64
	Percent	1.4	0	27.8	20.0	55.6	60.0	15.3	20.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
24. I would recommend modifying the supervision process in my school in order to meet the evolving needs of teachers.	Freq.	1	0	7	0	42	10	22	10	3.18	3.50	0.65	0.51
	Percent	1.4	0	9.7	0	58.3	50.0	30.6	50.0				
25. I would recommend modifying the supervision process in my school in order to meet the evolving needs of subject supervisors.	Freq.	3	0	7	0	41	8	21	12	3.11	3.60	0.74	0.50
	Percent	4.2	0	9.7	0	56.9	40.0	29.2	60.0				
26. The supervisor keeps a well documented file about each teacher's supervision process.	Freq.	4	0	17	3	39	10	12	7	2.81	3.20	0.77	0.69
	Percent	5.6	0	23.6	15.0	54.2	50.0	16.7	35.0				
27. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	Freq.	2	0	26	2	34	12	10	6	2.72	3.20	0.73	0.61
	Percent	2.8	0	36.1	10.0	47.2	60.0	13.9	30.0				

Instructional Supervision Process	Please rate your level of agreement with each statement									Mean		Standard Deviation	
		1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree					
		Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors
28. There is a clear connection between supervision and professional development.	Freq.	1	0	14	7	39	9	18	4	3.02	2.85	0.71	0.74
	Percent	1.4	0	19.4	35.0	54.2	45.0	25.0	20.0				
29. The supervisor provides frequent feedback regarding teacher classroom performance.	Freq.	1	0	11	0	43	12	17	8	3.05	3.40	0.66	0.50
	Percent	1.4	0	15.3	0	59.7	60.0	23.6	40.0				
30. The supervision process provides data that help in designing various professional development activities for teachers.	Freq.	1	0	21	7	41	10	9	3	2.80	2.80	0.66	0.69
	Percent	1.4	0	29.2	35.0	56.9	50.0	12.5	15.0				
31. The supervision process includes different ways to enhance teachers' professional development.	Freq.	4	1	13	5	46	11	9	3	2.83	2.80	0.71	0.76
	Percent	5.6	5.0	18.1	25.0	63.9	55.0	12.5	15.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
32. The supervision process is a main practice in my school for improving teachers' professional development.	Freq.	1	0	13	3	39	9	19	8	3.05	3.25	0.70	0.71
	Percent	1.4	0	18.1	15.0	54.2	45.0	26.4	40.0				
<b>Extra items in questionnaire of teachers</b>													
33. The supervisory process in my school helped promote my professional growth.	Freq.	3		13		35		21		3.02		0.80	
	Percent	4.2		18.1		48.6		29.2					
34. My supervisor has the required skills and knowledge of the supervision process of teachers.	Freq.	1		34		34		4		2.55		0.62	
	Percent	1.4		47.2		45.8		5.6					

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
<b>Extra items in questionnaire of teachers</b>													
35. My classroom instruction has improved as a result of supervision	Freq.	3		23		33		13		2.77		0.79	
	Percent	4.2		31.9		45.8		18.1					
36. The supervisor is objective regarding the class observation process and the analysis of data collection	Freq.	1		14		41		16		3.00		0.69	
	Percent	1.4		19.4		56.9		22.2					
<b>Extra items in questionnaire of subject supervisors</b>													
37. The classroom observation tools are very beneficial and easy to implement.	Freq.		1		18		1		0		2.00		0.32
	Percent		5.0		90.0		5.0		0				
38. I use the classroom observation tools in each class observation.	Freq.		4		9		5		2		2.25		0.91
	Percent		20.0		45.0		25.0		10.0				

Instructional Supervision Process	Please rate your level of agreement with each statement								Mean		Standard Deviation		
	1 Disagree		2 Somewhat agree		3 Agree		4 Strongly Agree						
	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	Teachers	Supervisors	
<b>Extra items in questionnaire of subject supervisors</b>													
39. I need more training in applying the supervisory process.	Freq.		0		0		18		2		3.10		0.30
	Percent		0		0		90.0		10.0				
40. I'm able to implement all steps of the supervision process as described in our school manual about instructional supervision.	Freq.		3		11		6		0		2.15		0.67
	Percent		15.0		55.0		30.0		0				
41. I'm well trained on the implementation of the supervision process.	Freq.		3		13		4		0		2.05		0.60
	Percent		15.0		65.0		20.0		0				

**Appendix XVI**

**Indoor and Outdoor Trainings Done by Teacher (academic year -----)**

**Teacher:**

**subject:**

**class:**

**Indoor Trainings**

Title and Topic	Date	Duration	Who performed the training	How were the concepts and competencies implemented in the teaching/learning process
1-				
2-				
3-				
4-				

**Outdoor Trainings**

Title and Topic	Date	Duration	Who performed the training	How were the concepts and competencies implemented in the teaching/learning process
1-				
2-				
3-				
4-				

**Supervisor:**

**signature:**

**Date:**

**Teacher:**

**signature:**

**Date:**



**Points of strength:**

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**Points that need to be improved:**

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**Additional remarks:**

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-----  
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**Recommendations for the coming attendance:**

-----  
-----  
-----

Supervisor:

Signature:

Date:

## Appendix XVIII

### Reflection Paper

Dear Teacher

This reflection paper is a very free paper that you write and submit before your performance appraisal meeting with the administration. This paper helps you in seeing and reviewing your work and it is where you'll also put specific recommendations for yourself that would help the school principal in observing the challenges you faced and knowing more about your achievements in addition to the objectives that you'll specify for yourself for the future. When you write this reflection please take into consideration that the content answers the following questions:

- Am I satisfied about my own performance for this year? Why?
- Am I satisfied about the educational experiences that my students acquired? What are these experiences and why am I satisfied about them?
- Did I leave any impact in my students and colleagues this year?
- What is something significant about my work for this year and how? What is something that I have to avoid and change next year?
- What challenges did I face this year?
- Are there any recommendations or objectives that I want to put for myself for next year?
- What are some of the training needs that I need to acquire next year as they will help me in my profession and mission?

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## **Appendix XIX**

### **Documents Reviewed**

- 1) School professional development plan.
- 2) School written process about instructional supervision.
- 3) Teachers' files of supervision (Teacher's performance development progress record, teacher's professional development plan set by the supervisor and teacher together, class visits observation documents, documents that verify and document the three cycles of the supervision process: pre observation conference, class observation documents , and post observation conference, teacher's needs assessment list, teacher's reflection paper, and teacher's career portfolio) .

## Appendix XX

Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
1. The supervisor's role is more of a coach than an evaluator.	2.84	0.83	3.70	0.57
2. The supervisor conferences to schedule and plan observations.	2.38	1.01	3.15	0.93
3. The supervisor observes classes for assistance in improving instruction and not for evaluation.	2.80	0.79	3.75	0.44
4. The supervisor uses various observation tools based on my needs and the focus point of the observation.	2.97	0.78	3.80	0.41
5. The supervisor conferences after the observation to discuss and analyze the lesson observed and give appropriate feedback.	3.41	0.66	3.85	0.36
6. Professional development in my school is part of the Instructional supervision process of teachers.	3.37	0.72	3.45	0.68
7. The supervisor applies differentiated models for teachers' supervision.	2.83	0.85	3.25	0.91
8. All teachers are supervised applying the three phases in the clinical supervision cycle (pre observation, observation, post observation).	2.55	0.87	2.85	1.22
9. The supervisor provides active support and clear directions to teachers.	2.88	0.76	3.75	0.44
10. The supervisor provides opportunities for collaborative planning for teaching classes.	2.66	0.75	3.40	0.82
11. Trust, mutual respect, collegiality, and positive communication exist between the supervisor and teacher.	3.33	0.80	3.75	0.55
12. There is encouragement for continuous reflection and inquiry into teaching by the teacher.	2.79	0.80	3.50	0.60
13. The supervisor collects systematic data for the teacher on her teaching performance.	2.80	0.66	3.50	0.60
14. The interpretation and use of the data occurs in a collaborative nature between the supervisor and the teacher.	2.94	0.57	3.80	0.41
15. The supervisor with the collaboration of the teacher set meaningful professional development goals based on the teacher's needs assessment.	2.88	0.83	3.45	0.68
16. The teacher is encouraged to develop a plan for her/his professional growth.	2.81	0.84	3.15	0.81
17. The classroom observation tools help the supervisor in collecting data about the skill that need to be improved in the teaching performance.	2.88	0.72	3.1	0.71
18. The supervisory process helps the supervisor get the teacher to the desired teaching performance objectives.	3.00	0.69	3.15	0.58
19. The supervision process in my school is very time consuming.	3.09	0.79	3.50	0.51

Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
20. The supervisor always considers the personalities and the developmental levels of teachers when he/she implements the instructional supervision process.	2.47	0.83	3.10	0.30
21. The supervision process helps me in identifying teachers' professional development needs.	2.88	0.76	3.00	0.56
22. The supervision process helped me become better able to identify effective instructional practices.	2.80	0.70	2.95	0.60
23. The supervision process helped me identify characteristics of effective teaching and teachers.	2.84	0.68	3.00	0.64
24. I would recommend modifying the supervision process in my school in order to meet the evolving needs of teachers.	3.18	0.65	3.50	0.51
25. I would recommend modifying the supervision process in my school in order to meet the evolving needs of subject supervisors.	3.11	0.74	3.60	0.50
26. The supervisor keeps a well documented file about each teacher's supervision process.	2.81	0.77	3.20	0.69
27. The supervisor reviews with the teacher his/her supervision file to decide on future steps and objectives.	2.72	0.73	3.20	0.61
28. There is a clear connection between supervision and professional development.	3.02	0.71	3.20	0.41
29. The supervisor provides frequent feedback regarding teacher classroom performance.	3.05	0.66	3.40	0.50
30. The supervision process provides data that help in designing various professional development activities for teachers.	2.80	0.66	2.80	0.69
31. The supervision process includes different ways to enhance teachers' professional development.	2.83	0.71	2.80	0.76
32. The supervision process is a main practice in my school for improving teachers' professional development.	3.05	0.70	3.25	0.71
<b>Extra items in questionnaire of teachers</b>				
33. The supervisory process in my school helped promote my professional growth	3.02	0.80		
34. My supervisor has the required skills and knowledge of the supervision process of teachers.	2.55	0.62		
35. My classroom instruction has improved as a result of supervision	2.77	0.79		
36. The supervisor is objective regarding the class observation process and the analysis of data collection	3.00	0.69		
<b>Extra items in questionnaire of subject supervisors</b>				
37. The classroom observation tools are very beneficial and easy to implement.			2.00	0.32
38. I use the classroom observation tools in each class observation.			2.25	0.91

Instructional Supervision Process				
Item in Questionnaire	Teachers		Subject Supervisors	
	Mean	SD	Mean	SD
39. I need more training in applying the supervisory process.			3.10	0.30
40. I'm able to implement all steps of the supervision process as described in our school manual about instructional supervision.			2.15	0.67
41. I'm well trained on the implementation of the supervision process.			2.05	0.60