

EDUCATIONAL LEADERSHIP AND SUPERVISION'S ADMINISTRATION FOR SUCCESSFUL SCHOOLS: THE EXAMINATION OF THE THEORY OF DEVELOPMENTAL SUPERVISION

Hui-Tzu Wu

Assistant Professor

Department of Educational Policy and Administration

National Chi Nan University, Taiwan

Abstract

The purpose of this paper is to conduct an empirical observation of SuperVision, a new name for a new strategy of educational leadership, as well as to utilize the theory of developmental supervision. Glickman, Gordon, and Gordon (2001) state that the definition of SuperVision is identical to leadership for the improvement of instruction. Education leaders view that supervision is essential for successful schools. They also believe that it is crucial to improve supervisory behaviors of school leaders. Therefore, the researcher uses clinical supervision as its method to examine its practices of utilizing the theory of developmental supervision. The findings of this study are: developmental supervision may improve teachers' instruction; the supervisory behaviors may improve teachers' ability of problem solving and decision making; and the supervisor may facilitate teachers as life-long learners.

Keywords: Educational Leadership, Educational Administration, Supervision, developmental supervision, clinical supervision

1. Introduction

Of concern is improving the practice of teachers and the quality of classroom life. Thus a key fourth question must be considered. Given what is (descriptive science), what ought to be (normative science), and what events mean (interpretive science), what should supervisors and teachers "do" (practice)? Theories of practice are ultimately concerned with action taken to improve a present situation and in our case the beneficiaries would be teachers and students. (Sergiovanni, 1982, p. 78)

The need for supervision can be identified as a critical component of a successful school district. As Michael G. Fullan (1993) says, neither top-down nor bottom-up strategies for educational reform work. In other words, achieving a successful school improvement is an empowered process, which not only requires a clear vision but also requires a collective effort. Therefore, when planning to use the developmental

supervision to improve teachers' instruction, school leaders should focus on what is the need of stakeholders in the school district and how to share the vision for the community.

The purpose of this paper is to conduct an empirical observation of SuperVision, a new name for a novel strategy of educational leadership, as well as to utilize the theory of developmental supervision. This paper is organized into several sections. First, the author presents what is developmental supervision. Second, a case study of the supervision, using clinical supervision to direct assist to teachers, is discussed. Then, a developmental supervision plan is created following the clinical supervision. The author notes its theoretical foundations, such as adult learning theories, effective professional development, and effective teaching strategies, for this developmental supervision plan. Based on those findings and discussions, this paper will be able to be followed by other researches and as reference for practical applications.

2. Review of the Related Literature

2.1 What is Developmental Supervision?

Definition: Glickman, Gordon and Gordon (2001) state that the definition of SuperVision is identical to leadership for the improvement of instruction. They define the term supervisor will refer to any person involved with supervision, not to a particular title or position. Moreover, according to their work, developmental supervision thus is "developmental" in two ways. First, the entry-level supervisory approach is matched with the teacher's current developmental levels and the immediate situation. Second, supervisory behaviors are gradually modified to promote and accommodate long-range teacher development toward higher levels of reflection and problem solving ability.

Three Phases: There are three phases of developmental supervision (Glickman et al., 2001).

- (1) Phase 1: Choosing the Best Approach. In phase 1, the supervisor diagnoses the teacher's developmental levels, expertise, commitment, and educational situation, and selects the interpersonal approach that creates the best supervisory match.
- (2) Phase 2: Applying the Chosen Approach. In phase 2, the supervisor uses the selected interpersonal approach to assist the teacher in instructional problem solving.
- (3) Phase 3: Fostering Teacher Development. In phase 3, the supervisor changes his or her interpersonal behavior in the direction of less supervisor control and more teacher control. Such a change in supervisory approach occurs only after the teacher has shown readiness to assume more decision-making responsibility.

Interpersonal skills: According to developmental supervision, the supervisory behavior continuum and the clustering of interpersonal behaviors divided into *directive control*, *directive informational*, *collaborative*, and *nondirective approaches* (Glickman et al., 2001).

- (1) The belief behind *directive control behaviors* is that supervisor knows better than the teacher what needs to be done to improve instruction, and it will end with the supervisor making the final decisions for the teacher. *Directive control behaviors* are useful in limited circumstances when

teachers possess little expertise, involvement, or interest with respect to an instructional problem and time is short.

- (2) *Directive informational supervision* is used to direct teachers to consider and choose from clearly delineated alternative actions and it is useful when the expertise, confidence, credibility of the supervisor clearly outweigh the teacher's own information, experience, and capabilities.
- (3) *Collaborative supervision* is premised on participation by equals in making instructional decisions and its outcome is a mutual plan of action. It is appropriate when teachers and supervisors have similar levels of expertise, involvement, and concern with a problem.
- (4) When individuals and groups of teachers are functioning at high developmental levels and possess greater expertise, commitment, and responsibility for a particular decision than the supervisor does, then a *nondirective approach* is appropriate. Supervisors can use *nondirective behaviors* in helping teachers determine their own plans and the purpose of nondirective supervision is to provide an active sounding board for thoughtful professionals.

The effectiveness of different supervisory behaviors and approaches is dependent on characteristics of individuals and groups of teachers. The supervisor bases his or her initial supervisory approach on the teacher's level of development, expertise, and commitment and the nature of the situation. In developmental supervision, the supervisors move from more to less control and toward more decision-making responsibility on the part of the teachers.

2.2 Tasks of SuperVision

When addressing about the tasks of supervision that can bring about improved instruction, it must address how to direct assist to teachers. In this paper, clinical supervision will be use as direct assistance to teachers. How do the supervisors integrate clinical supervision and developmental supervision? Glickman et al. (2001) consider that directive information, collaborative, and nondirective supervisory approaches are all consistent with the clinical model. For instance, in a preconference, the supervisor using nondirective behaviors can ask the teacher to choose the focus of the observation, and enable the teacher as he or she chooses or creates an observation system that the supervisor would feel comfortable using. Moreover, Glickman et al. (2001) posit, "in the postconference, the supervisor would clarify, encourage, and reflect as the teacher designed his or her own improvement plan" (p. 321).

2.3 Direct Assistance to Teachers: Clinical Supervision

Glickman et al. (2001) addressed clinical supervision is both a concept and structure. Goldhammer, Anderson, and Krajewski (1993) analyzed nine characteristics of clinical supervision as a concept:

- (a) It is a technology for improving instruction.
- (b) It is a deliberate intervention into the instructional process.
- (c) It is goal-oriented, combining the school needs with the personal growth needs of those who work within the school.
- (d) It assumes a professional working relationship between teacher(s) and supervisor(s).

- (e) It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.
- (f) It is systematic, although it requires a flexible and continuously changing methodology.
- (g) It creates a productive (i.e., healthy) tension for bridging the gap between the real and the ideal.
- (h) It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.
- (i) It requires both pre-service training (for supervisors), especially in observation techniques, and continuous in-service reflection on effective approaches (p. 52-53).

Glickman et al. (2001) notes the structure of clinical supervision can be simplified into five steps: (a) preconference with teacher, (b) observation of classroom, (c) analyzing and interpreting observation and determining conference approach, (d) postconference with teacher, and (e) critique of previous four steps (p. 316).

3. Methodology

The purpose of this article is to conduct an empirical observation of the developmental supervision, as well as to utilize the theory of developmental supervision. This study is designed to show how a clinical supervision might establish successfully. The author developed an empirical research of this study, as described below.

3.1 Pre-Observation Conference

On March 16th, the researcher met with Mr. X (teacher code of this study) who is the teacher to be observed in the Big Sky high school (school code of this study). According to Glickman et al. (2001) illustrated the structure of clinical supervision, the supervisor sits with the teacher and determined several points at the preference. The pre-observation conference is concluded as follow:

- (a) The reason and purpose for the observation: Mr. X understood the primary reason for the researcher is to complete the clinical supervision assignment. In addition, the researcher told him that the purpose of this assignment is to put students in a real school setting to experience the process associated with clinical supervision. Besides, the researcher provided some questions for Mr. X, such as can the researcher tape during the process of clinical supervision, and shall the researcher talk with his principal about this clinical supervision? Mr. X said that he would like to tell his principal about this activity for the researcher and he does not mind if the researcher is taping the activity.
- (b) The focus of the observation: As this is the first clinical supervision to Mr. X's class, the researcher will focus on a general observation such as general instructional procedures, general communication, general professional expectations, and general classroom management.
- (c) The method and form of observation to be used: the researcher will use qualitative and quantitative observations for this clinical supervision. In terms of qualitative observation method, the researcher choose to use *detached open-ended narrative* which is to occur when supervisor steps into a classroom and records every person, event, or thing that attracts his or her attention (Glickman et

al., 2001, p. 263). In terms of quantitative observation method, the researcher choose to use both of categorical frequency instrument and visual diagramming.

(d) The time of observation: The researcher will observe Mr. X's *Street Law* class (class code of this study), which starts at 9:00 A.M. and ends at 11:00 A.M. on March 23th.

(e) The time for postconference: The researcher does not choose to do the postconference for this clinical supervision activity based upon the respect to Mr. X.

Notes from the pre-observation conference:

The researcher believes that Mr. X is functioning at high developmental levels. First of all, Mr. X has a master degree of secondary school leadership and is a teacher with over thirty years teaching experiences. Secondly, he is coaching two student teachers in this semester. In addition, the researcher experienced the preconference with Mr. X and considered that he possesses the knowledge and expertise about his teaching as well as full responsibility for making decisions. Moreover, according to the handout provided by Mr. X, the researcher thinks he addressed a clear expectation as well as the rules to his class. In brief, Mr. X is functioning at high developmental levels and possesses greater expertise, commitment, and responsibility for a particular decision than the researcher does.

3.2 Observation

The researcher observes Mr. X's *Street Law* class, which starts at 9:00 A.M. and ends at 11:00 A.M. on March 23th. Observation notes are recorded in a way of using detached open-ended narrative.

3.3 Analysis

According to the researcher's notes and the observation of Mr. X's class, the analysis is to organize as Figure 1.

Figure 1 Worksheet for analysis and interpretation of data

A. Analysis: (Write the major findings of your observation. Write down only what has been taken directly from your observation.)

1. Instructional procedures

- The teacher used video for twice
 - The teacher lectured to the whole class on today's topic since the beginning of the class for 15 minutes
 - The teacher used the overhead and one slide
 - The teacher explained what was the video going to show before playing the video program
 - The teacher's slide was to show the objectives of the topic for students
 - The teacher's slide was too small to see for me.
 - Students wrote down the objectives of the slide
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- The teacher was using the computer and left the classroom during the students were watching the video

2. Communication

- The teacher asked over 10 questions
- The teacher received over 25 different students answers
- The teacher asked 10 different students to read the textbook for the class
- The teacher used face language (such as smile) and body language (such as nod) and verbal as well
- The teacher said, “pay attention, class” when students were talking to each other without listening his lecture
- The teacher walked away from the podium when he was asking students several questions

3. Professional expectations

- Student 12 (student code of this study) and student 17 were talking with each other for three times and passing notes back and forth
- Student 7 and student 12 were late to attend the class
- The teacher left the classroom when the video show was playing.
- Student 11 worked on her paper when watching the video
- Student 12 told the teacher and left the classroom before 11:00

4. Classroom management

- A student 1 came into the classroom and used the pencil sharpener and made loud noise
- A student 30 came into the classroom and talked with the teacher, then she and the teacher left the classroom together
- Mr. A came into the classroom and he and student 1 left the classroom together.
- The teacher turned the light off when using the slide
- The teacher didn't turn on the light when not using the slide
- The front door opened and there were people talking there
- The desks and chairs were arranged in rows facing forward

B. Interpretations: (Write below what you believe is desirable or not desirable about the major findings.)

1. Instructional procedures

- The teacher used well instructional techniques that promote students learning
 - The teacher tough to the instructional objectives
 - The teacher used a good lesson plan
 - The teacher should use bigger size of the word on his slide
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- At least two students were not interested in the video and the teacher didn't notice that because he didn't watch the video with the students
2. Communication
 - The teacher encouraged students to answer questions
 - The teacher used verbal and nonverbal language to interact with students
 - There was no small group discussion
 3. Professional expectations
 - Most students arrived on time and left class at 11:00
 - The teacher worked on computer rather than working with students
 4. Classroom management
 - The teacher created a safe learning environment
 - The teacher didn't create a learning environment without the interruptions
 - The teacher didn't involve in the class when using the video
 - The light was not good enough for students' healthy
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3.4 Postconference

The researcher does not choose to do the postconference for this clinical supervision activity based upon the respect to Mr. X. However, the researcher provides the note of the post-observation that is to conclude this experience of the observation and the postconference plan.

Notes of the Post-Observation

After the observation of Mr. X's class, the researcher decided to choose the nondirective approach at the postconference with the teacher. Because: (a) the teacher is functioning at high developmental levels, (b) the teacher possesses most of the knowledge expertise about the issue, (c) the teacher has full responsibility for carrying out the decision, and (d) the teacher is committed to solving the problem.

According to Glickman et Al. (2001) nondirective behaviors with individuals, the supervisory behavior continuum is: listening, reflecting, clarifying, encouraging, reflecting, problem solving, presenting, standardizing, and reflecting. For the researcher, first of all, the researcher will listen to the teacher's reflection about his class. Secondly, the researcher will follow his statement and emphasize on the problem as he address is, and provide him the problem he does not mention. Continuing, the researcher will work with the teacher and encourage him to think of possible actions as well as a decision of his plan. Finally, the researcher will restate the teacher's plan and make a note to clarify what the teacher is going to do. Figure 2 is a plan for this instructional improvement.

Figure 2 Plan for instructional improvement

Postconference Date <u>April 7</u>	Observed Teacher <u>Mr.X</u>
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Time 9:30-10:30 A.M. Peer Supervisor Miss Wu

Objective to be worked on:

- I will improve student-to-student interaction in small groups discussion.
- I will improve the students learning environment such as closing the front door, turn on the light appropriately.

Activities to be undertaken to achieve objectives:

- Practice using the small group discussion
- Practice noticing to close the front door.
- Practice recognizing it is time to turn on the light for students

Resources needed:

- Observe students performance
- Attend a workshop on “cooperating learning-small group discussion”

Time and date for next preconference:

- At 10:30 A.M., on June 30th
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3.5 Critique

The researcher’s reflective thoughts on this experience and what would do differently next time:

- (a) The preconference with the teacher is critical important. At the preconference, the researcher had a good time for communicating with the teacher. Moreover, both the teacher and the researcher can understand and also be understood by each other. In other words, it is very important to avoid misunderstanding and conflicts.
- (b) The supervisor should know the teacher well before he or she does the clinical supervision. It may be better if the researcher did not meet with the teacher for the first time in the preference. If supervisors know the observed teacher very well, it is no doubt that the supervisors will make good decision during the process of the clinical supervision.
- (c) The observation of a class period is great. For the researcher, this experience of clinical supervision was wonderful, because the supervisor can experience the real school setting and faced the teacher and students. And it was great to have opportunity as well as time for the observation. The researcher thinks that it is useful to do the actual observation for a complete class period, not only 10 minutes of a class period.
- (d) It is a good way to record the teaching on tape if the teacher agreed. For the supervisor, it is not easy to receive all the activities which were happening in the classroom. In other words, if the teacher does not mind if the supervisor records the observation on tape, the researcher will suggests to do it.
- (e) It is formal to utilize paper form to communicate with the teacher. For example, give the teacher a notice of intent to observe and a notice of preconference or post-observation conference.

4. Findings and Discussions

4.1 Developmental Supervision Plan

Developmental supervision plan is to create for helping the teachers to improve their instruction after the clinical supervision. The supervisor builds the developmental supervision plan base upon the goal of supervisory behaviors are gradually modified to promote and accommodate long-range teacher development toward higher levels of reflection and problem solving ability.

The components of the professional development plan for this clinical supervision are as following:

- The teacher as an adult.
- The teacher had his/her own concern and need (at high developmental level)
- The teacher identified an individual instructional problem (learning environment, small groups discussion)
- The teacher studied the current research relating to this topic
- The teacher selected the information that may be useful
- The teacher developed a strategy for classroom implementing (cooperative learning)
- The teacher created a checklist of planned teacher behaviors
- The teacher videotaped himself/herself implementing improvement teaching strategies
- The teacher watched her/his own videotapes and analyzed it by herself/himself or discussed with others teacher
- The teacher compared her/his actual behaviors to the checklist of anticipated behaviors
- Peer coaching. The teacher focused on the month's instructional problem and worked with a coaching cycle consisting of a preconference, observation and postconference
- Group discussion. A monthly group meeting in which the teachers can share and discussed what had worked and not worked, reflect on what they had learned and determine another instructional problem for the following month
- Clinical supervision observation cycle
- Time and date for next preconference: At 10:30 A.M., on June 30th

Therefore, the goal of the developmental supervision plan that is designed after the clinical supervision is to improve teachers' instruction for students.

4.2 Developmental Supervision Plan and Theoretical Foundations

4.2.1 Adult Learning Theories and Professional Development

For developmental supervision to be meaningful to teachers and to lead to teacher renewal and instructional improvement, it must include the knowledge of adult learning theories and professional development. First, teachers as adult learners should be helped to link learning about instructional innovations to their past experiences, and to allow them ample time to integrate innovations gradually into their teaching repertoire. According to the theories of adult learning such as fluid and crystallized intelligence, Gardner's multiple intelligences, and Knowles's theory of andragogy, teachers as adult learners need to provide specific knowledge for improving instruction. Second, teachers as agents in professional development should

consider their needs and concerns. Consideration for both the individual and group characteristics can help make professional development more relevant to the participant. It is a mutual purpose to help teachers become life-long learners facilitating developmental supervision to success.

The theoretical foundations that supported this developmental supervision plan comprised three parts: adult learning theories, effective professional development, and effective teaching strategies.

4.2.2 Adult Learning Theories

According to the developmental supervision plan, adult learning theories provided a theoretical foundation for the components of the professional development plan for this clinical supervision, such as the teacher had his/her own concern and need, the teacher identified an individual problem, the teacher studied and selected useful information, etc. In other words, teachers are as adult learners. Knowles' (1980, 1984) *the theory of andragogy* has five assumptions of adult learning:

- Adults have a psychological need to be self-directing.
- Adults bring an expansive reservoir of experience that can and should be tapped in the learning situation.
- Adults' readiness to learn is influenced by a solve real-life problems often related to adult developmental tasks.
- Adults are performance centered in their orientation to learning-wanting to make immediate application of knowledge.
- Adult learning is primarily intrinsically motivated.

First of all, the developmental supervision plan is to view the teacher as an adult learner. Secondly, the teacher is functioning at high developmental level, possesses most of the knowledge expertise about the issue, has full responsibility for carrying out the decision, and is committed to solving the problem. Therefore, it is the teacher's readiness to learn and to be self-directing. Studies report to (Knowles, 1980, 1984; Mezirow, 1981, 1990; Brookfield, 1986) support the notion of the supervisor facilitating teacher growth toward empowerment and self-direction.

4.2.3 Effective Professional Development

After the experience of clinical supervision, the researcher refers to Ponticell's (1995) site-based professional development program and designed a developmental supervision plan for the teacher in the school. In addition, the components of the professional development plan for this clinical supervision emphasize the teachers' needs and concerns, as well as involvement of the teachers in planning, implementing, and evaluating the professional development programs.

The findings of Ponticell's (1995) study showed site-based program had increased collegiality, improved self-analysis of teaching, enabled teachers to learn new ways of collaboratively observing and discussing each other's teaching, and fostered learning and experimenting with new teaching strategies. The purpose of the developmental supervision plan is to help teachers improve their teaching strategies and ultimately improve students learning. This developmental supervision plan is to create as a cycle of monthly professional development activities including the following (Glickman, et. al., 2001, p. 363-372):

- The teacher identified an instructional problem, studied the current research relating to this problem, chose the information that may be useful, developed a strategy for classroom implementing, and created a checklist of planned teacher behaviors.
- The teacher videotaped himself/herself implementing improvement teaching strategies, watched her/his own videotapes and analyzed it by herself/himself or discussed with others teacher, and compared her/his actual behaviors to the checklist of anticipated behaviors.
- Peer coaching. The teacher focused on the month's instructional problem and worked with a coaching cycle consisting of a preconference, observation and postconference.
- Group discussion. A monthly group meeting in which the teachers can share and discussed what had worked and not worked, reflect on what they had learned and determine another instructional problem for the following month.

Researches (Corcoran, 1995; Guskey, 1994; Hawley and Valli, 1996; Joyce, Colhoun, and Hopkins, 1999; Loucks-Horsley, et. al., 1987; Orlich, 1989; U.S. Department of Education, 1996; Wood and Thompson, 1993) on the characteristics of successful professional development programs had shown that it is crucial to involve the teacher in planning, implementing, and evaluating the programs.

4.2.4 Effective Teaching Strategies

The researcher found that *Qualities of Effective Teachers* by James H. Stronge as a beneficial book for the professional development plan for this clinical supervision. On the one hand, this book can serve as a resource and reference tool for educators. On the other hand, it provides a systematical research findings and recommended practices. In order to achieve the goal of improving students learning, one of the principles to the success of development supervision plan is to improve teaching strategies. Therefore, the context in this book provides a theoretical foundation related to effective teaching strategies.

For instance, according to the memo of the developmental supervision plan, the teacher will increase student-to-student interaction in small groups discussion and improve the students learning environment as well. Stronge (2002) found that the furniture arrangement and classroom displays often reveal how the teacher uses the space. He said that positive quality for the teachers is to encourage interactions in the classroom and also to use a variety of activities and strategies to engage students. He suggests that it is a red flag of ineffective teaching to arrange desks and chairs in rows facing forward (without regrouping). Besides, Caplow and Kardash (1995) characterized collaborative learning as a process in which "knowledge is not transferred from expert to learner, but created and located in the learning environment" (p. 209). Also, others such as Burron, James, and Ambrosio (1993) and Ossont (1993) envisioned cooperative learning as strategy to help students improve intellectual and social skills.

In brief, development supervision contributes to next clinical supervision cycle. Therefore, it is vital to build the evaluating process for the developmental supervision plan. The professional development programs for teachers may result in improving teacher reflection and higher-order thought, more openness, less anxiety and burnout, greater teacher autonomy and efficacy, improved teaching behaviors and better student learning and achievement. According to a study of teachers and administrators in New York state (Tetenbaum and Mulkeen, 1987, p. 11), the primary criticisms of professional development programs are

that the activities are “one-shot deals” and that there is “no integration with a comprehensive plan to achieve school goals.” Guskey (2002) suggests educators to use five critical levels of evaluation: (a) participants’ reactions, (b) participants’ learning, (c) organization support and change, (d) participant’s use of new knowledge and skills, and (e) student learning outcomes. These five levels can help educators to improve the school’s professional program. On the other hand, these criticisms can be avoided.

5. Conclusion

The vision of developmental supervision is to improve classroom and school instruction by enabling teachers as life-long learner to become more adaptive, more thoughtful, and more cohesive in their work. The long-term goal of developmental supervision is teacher development toward a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional improvement; moreover, the ultimate goal of developmental supervision is to improve students learning. Therefore, using developmental supervision to improve teachers’ instruction, it is to bring schools to be successful.

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