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Supervisory techniques employed by San Joaquin County consultants in elementary education

Edwin Paul Lamoreau

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SUPERVISORY TECHNIQUES EMPLOYED BY SAN JOAQUIN COUNTY CONSULTANTS IN ELEMENTARY EDUCATION

A Thesis
Presented to
the Faculty of the Department of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Edwin Paul Lamoreau
July 1958
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CHAPTER I

INTRODUCTION

It is the responsibility of the Education Division of the office of the San Joaquin County Superintendent of Schools to provide general elementary curriculum supervision in all schools of the county with an average daily attendance of nine hundred pupils or less. Supervision duties are carried out directly in the schools by personnel called consultants in elementary education. The Teachers Handbook which has been prepared by the county superintendent's office lists the duties of the consultant as follows:

Your General Elementary Consultant will assist you in:

applying the results of the county testing service to the daily instructional program.

arranging a demonstration lesson, visiting day, individual or group conferences, and area workshops.

developing good relationships with your school, parents and community, through school programs.

helping evaluate the progress of your pupils.

interpreting and implementing the course of study.

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1Handbook for Elementary Administrators (Stockton: San Joaquin County Superintendent of Schools, Division of Education, 1956), p. 5.

locating and using effectively textbooks, supplementary books, audio-visual aids, pamphlets, and all other instructional aids.

making your daily, weekly, and semester work plans.

organizing your instructional program.

planning, carrying out, and evaluating units of work.

referring a pupil to the Guidance Office for screening for special class placement, acceleration, retention, etc.

securing the services of guidance, health, child welfare, speech correction, physical education, and other specialists.

working with pupils that present special problems. ³

Much is expected of the consultant in the role that he assumes in modern education. Not only are the services that he is expected to render wide and varied, but he must also be expert in his working relationships with other people if he is to be effective. Certainly he will want to employ those supervisory techniques that will insure, to the greatest possible degree, maximum assistance to the teachers with whom he works to improve instruction.

I. THE PROBLEM

Statement of the Problem

Consultants in elementary education use a variety of techniques in their work with teachers to improve instruction

³Ibid., p. 6.
in schools. The problem with which this study will be concerned may be stated as follows: What supervisory techniques are employed by San Joaquin County consultants in elementary education in their efforts to improve instruction in schools that receive direct instructional supervision?

Purpose of the Study

The specific purposes of this study are:

1. To define the role of the elementary consultants in San Joaquin County.

2. To identify the supervisory techniques that the consultants employ in their work with teachers.

3. To survey the use of supervisory techniques with respect to: frequency, number and length of supervisory visits, subject matter, categories of instructional responsibilities, experienced and inexperienced teachers, and judged success.

4. To compare the scope of the supervisory techniques employed by the consultants with that contained in the literature, and with local practice.

5. To make recommendations for improvements or changes that the study may show to be desirable.

Importance of the Study

Consultants should know of and employ accepted supervisory techniques with teachers in helping them to improve instruction; it is important to know the specific areas of
Instructional responsibilities that are of concern to teachers. There should be an awareness of the apportionment of consultants' time with teachers to insure adequate supervisory assistance for everyone.

This study is of importance in that it will identify the supervisory techniques employed by San Joaquin County consultants in elementary education and survey them with respect to the specific purposes previously stated. The results should indicate to the consultants the acceptability of the supervisory techniques they employ, the kinds of assistance being rendered to teachers, the apportionment of time with teachers, as well as changes and improvements that might be made to increase the effectiveness of their supervisory programs.

**Delimitation of the Study**

The study will not be concerned with the methods employed by the consultants in using the various supervisory techniques with teachers.

The scope of this study will be limited to the techniques employed by the six elementary consultants who give general instructional supervision to the fifty-eight elementary school district in the county that are entitled by law to receive direct services from the office of the county superintendent. It will exclude the following districts: the three larger elementary districts (Lodi, Manteca, and Tracy)
and the one large unified district (Lincoln) in which the consultants serve only as coordinators and work with administrators rather than with individual teachers; and Stockton City Unified School District to which the county office has no responsibilities for instructional supervision.

Source of Data

The data for this study were obtained from the following sources: (1) results of the use of checklists developed cooperatively by the six consultants involved in the study; (2) State Personnel Board Cooperative Personnel Services Job Description Forms filled out by county office personnel in 1954; (3) a bulletin of the Stockton City Unified School District describing the services of elementary consultants; (4) publications of the office of the San Joaquin County Superintendent of Schools; (5) personal interviews with staff members previously or presently connected with the office of the San Joaquin County Superintendent of Schools; and (6) pertinent literature in the field of the study.

Methods of Procedure

Permission and encouragement to make the study were granted by Willard T. Hancock, Superintendent, and J. Hamilton Hodgson, Assistant Superintendent in Charge of Education, San Joaquin County Schools. This seemed appropriate inasmuch as several county office staff members were directly involved in
the study.

The county office employs six consultants in elementary education, including the investigator, who give instructional supervision to the fifty-eight elementary school districts in the county that receive direct educational services as prescribed by law. A checklist of supervisory techniques was developed cooperatively by the six consultants and was used by each of them to record the data concerning the techniques they employed in the performance of their duties. It was decided that each consultant would fill in the checklists daily for a one-month period. During the progress of the study the investigator met with the other five consultants on several occasions, both individually and as a group, to clarify entries on the lists so that misinterpretations might be avoided. At the close of the study the investigator again met with the other consultants to discuss the completed checklists. Final tabulations revealed a total of 654 teacher contacts made by the consultants during the one-month period; this was considered as representative of the normal activities of the consultants.

II. DEFINITION OF TERMS USED

Area of emphasis. Area of emphasis refers to the broad areas of instructional responsibility with which supervisory techniques may be concerned. For example, whereas an individual conference would designate the supervisory technique
employed by the consultant, evaluation of pupil progress would denote the specific instructional responsibility in which assistance was given to the teacher.

**Consultant in elementary education.** Consultant in elementary education is the title given to those persons who are employed by the San Joaquin County superintendent of schools to work directly with elementary school teachers to improve instruction in county schools. The same persons will occasionally be referred to as "elementary consultants" or "consultants." Until 1950 persons with the same responsibilities were called "general supervisors."

**Exceptional children.** Exceptional children as used in this study refers to those children who cannot profit adequately from the regular program of classroom instruction. Included are those children who are mentally retarded, mentally gifted, physically handicapped, socially maladjusted, or emotionally maladjusted.

**Supervisory techniques.** Supervisory techniques are the categories of the means employed by the consultants to give service to elementary teachers. The term does not include the specific content of the assistance rendered, but rather the method employed to give the assistance.
CHAPTER II

THE DEVELOPMENT OF THE ELEMENTARY CONSULTANCY

IN SAN JOAQUIN COUNTY

The purpose of this chapter is to present a brief history of the development of the elementary consultancy in San Joaquin County and to discuss administrative philosophy of the county superintendent's office as it relates to the consultancy and its functions.

I. A BRIEF HISTORY

The public school system of the State of California came into existence by legislative action in 1849.¹ Judge John G. Marvin, the first State Superintendent of Public Instruction, in his first annual report to the legislature recommended the creation of the office of the county superintendent of schools. In 1852, legislation was passed appointing the county assessor of each county as the county superintendent of schools.² In 1855 the office was made elective and most of the counties of the state availed themselves of the opportunity to elect their

¹Constitution of the State of California, Article IX, Sections 1-2.
own county superintendents shortly thereafter.\(^3\)

The recognition of the need for an in-service program for teachers was evidenced in 1863 by new legislation that allowed the county superintendent to appropriate one hundred fifty dollars each year from the County General Fund to finance the county institute program. In 1866 this law was amended to allow for payment of all necessary expenses arising as a result of the institute.\(^4\)

The duties of the office were at first largely of a clerical nature and the office was supported financially by funds provided from the general fund of the county and approved by the county board of supervisors.\(^5\) Financial support of the office from state sources first came in 1919:

Support from state sources started in 1919 when, by legislative action, responsibilities for the supervision of instruction and for other educational services were given to the county superintendent of schools. By 1931, there existed three funds which supplemented the earlier county fund. These funds, (1) the Unapportioned County Elementary School Fund, (2) Unapportioned County High School Fund, and (3) County Elementary School Supervision Fund, were established to support county superintendents of schools in providing needed educational services within the county.\(^6\)

The pamphlet further states:

\(^3\)Ibid., p. 27.

\(^4\)Ibid., pp. 40-42.

\(^5\)Association of California County Superintendents of Schools, California's County Superintendency (San Francisco: California Teachers' Association, 1957), p. 1.

\(^6\)Ibid.
In 1933, the Riley-Stewart Amendment to California's Constitution, which shifted financial support for the public schools from the counties to the State, led to legislation which provided that most of the money, supporting educational services supplied by the county superintendent of schools, should come from state sources.7

The provision for supervision by legislative action clearly indicated the belief that the educational program of the schools of California could be aided and improved through instructional supervision. It is interesting to note that, due in great part to child labor and compulsory attendance laws, attendance officers were among the first for which provision was made by legislation in 1903.8 It was not until 1921 that legislative action provided for instructional supervision to be furnished by the county superintendent of schools of three hundred average daily attendance or less.9

The number of services which the Legislature authorized the county superintendent to provide increased steadily as time passed. However, the method of support through unapportioned funds was proving to be more unrealistic each year. Counties with large pupil enrollments fared well, while the sparsely populated counties could not provide the necessary services

7Ibid.

8School Law of California (Sacramento: Department of State Printing, 1903), pp. 142-143.

9Ibid., 1921, p. 82.
even by withholding the maximum amounts allowed by law.\textsuperscript{10}

A study known as the Strayer Report, authorized by the legislature and published in 1945, surveyed the system of finance of county offices and made several recommendations. On the basis of these recommendations, the County School Service Fund was created. This fund, which supplanted the earlier unapportioned funds, was established by allocating from the State School Fund three dollars for each pupil in average daily attendance and $2400 for each supervision unit in the county under 900 average daily attendance. In 1951, the amount per unit of average daily attendance was increased to $4.51.\textsuperscript{11}

With the establishment of the County School Service Fund, the office of the county superintendent of schools, regardless of the population or size of the county, was able to provide a realistic program of educational services to school districts.

Since the provision for rural supervision by state law in 1921, supervisory staffs in county offices have grown steadily. According to Lonsdale,\textsuperscript{12} there was a total of 128 persons employed as supervisors in county offices in 1930. Of this

\begin{itemize}
  \item \textsuperscript{10}Association of California County Superintendents of Schools, \textit{op. cit.}, p. 2.
  \item \textsuperscript{11}Ibid., p. 4.
\end{itemize}
number, seventy-two were classified as general supervisors. He states that at times in the period from 1930 to 1940 the number of special supervisors was higher than the number of general supervisors. However, by 1940, the number of general supervisors was greater than the number of special supervisors. Examination of the Directory of Administrative and Supervisory Personnel of California Public Schools, 1957-58, shows that this trend has continued to the present with respect to curriculum supervision personnel of the county offices of the state.

The development of the office of the San Joaquin County Superintendent of Schools has followed the general pattern of others throughout the state. In 1853, S. A. Hurlburt, who as county assessor automatically became the first county superintendent of schools, prepared the first school superintendent's annual report. In 1860, the county superintendent examined teachers for issuing special training certificates where formal training was lacking.14

In the fall of 1921, the certificated staff of the superintendent of San Joaquin County consisted of two members—


14 Educational Service in San Joaquin County (San Joaquin County Superintendent of Schools, 1952), pp. 2-3.
the county superintendent, Mrs. Effie Anderson, and a deputy superintendent, Ruth Phillips. 15

The legislative action of 1921 that provided for rural school supervision by the county superintendent of schools, was reflected in San Joaquin County in the fall of 1922 when three supervisors were added to the county office staff. Included were a rural supervisor, a music supervisor, and a supervisor of physical education. 16 The next year witnessed the addition of one more person to the staff, and two changes in title. The rural supervisor was replaced by two general supervisors, and the supervisor of physical education was listed as the supervisor of attendance. 17

For the next twenty years there were no additions to or changes in title of the certificated staff of the county office. Then, in 1943, the position of Coordinator was created. According to John R. Williams, 18 county superintendent at that time, this position was created to facilitate the improvement of instructional supervision by coordinating the efforts and the activities of the two general supervisors employed by the

15San Joaquin County Superintendent of Schools, School Directory, 1921-22.

16Ibid., 1922-23.

17Ibid., 1923-24.

18Personal interview, May, 1968.
After the establishment of the County School Service Fund, instructional supervision services in the county were greatly expanded in 1949. Previously, the entire county with more than seventy school districts had been divided into two general supervision areas; from 1923 until the end of the 1948-49 school year, the office had employed only two general supervisors to assist the teachers of the county. In the fall of 1949, the number of general supervisors was increased from two to five. This indicated that educational service to the schools of the county would be much more adequate with a larger staff available to render service.

Another change of importance occurred in 1950 when the title of general supervisor was changed to that of consultant in elementary education. All other supervisors in the county office were also classified as consultants in their respective fields.

According to Willard T. Hancock, San Joaquin County Superintendent of Schools, many staff meetings and discussions preceded this change of title. These meetings and discussions

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19 San Joaquin County Superintendent of Schools, *op. cit.*, 1949-50.


21 Personal interview, June, 1958.
centered about the policies governing the services and responsibilities of the county office. Although, by state law, the county superintendent has the authority to enforce the rules and regulations established by the state legislature and state and county boards of education, it was staff opinion that the county office is a service organization rather than an enforcement agency. Mr. Hancock stated that the title of supervisor seemed to be emblematic of control or authority whereas consultant seemed to indicate service. Therefore, the latter title was adopted as being synonymous with the idea that the county office is a service organization.

The years since 1951 have seen increases in the educational services offered to the schools by the county superintendent’s office. Although the number of elementary consultants has varied occasionally, there have never been less than five, and the 1957-58 School Directory listed seven. The number of special consultants in curriculum areas has increased with consultants designated in the areas of conservation and outdoor education, health and physical education, science, and music. Music has been represented by at least one and occasionally two persons since the fall of 1922.

Although state legislation does not permit the county superintendent of schools to provide direct consultant services

22 San Joaquin County Superintendent of Schools, op. cit., 1957-58.
to school districts having an average daily attendance of more than nine hundred pupils (unless the district contracts for this service) he can, through the provisions of Senate Bill 676, provide coordination services to these districts. In San Joaquin County, this service is provided by elementary consultants who work with the administrators of the larger districts to improve the instructional program. As a general rule, however, no work is done with teachers on an individual basis. At the present time, three elementary districts (Lodi, Manteca, and Tracy) and one unified district (Lincoln) receive coordination service from the county office. In addition, Manteca Elementary School District contracts with the county superintendent for direct consultant service.

II. ADMINISTRATIVE PHILOSOPHY

The elementary consultant who is employed by the county superintendent of schools assumes a role different from the person who holds a similar position with a school district. The school district consultant is employed by the board of trustees and is directly responsible to them and any superior officials, such as the superintendent or the person in charge of those who supervise the curriculum. The district consultant

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23 Association of California County Superintendents of Schools, *op. cit.*, p. 4.
has assigned duties to perform and the needed authority to carry them out. The consultant from the county office, on the other hand, works with several different districts. His direct responsibility is to the county superintendent. Although, as in the case of the school district consultant, his chief duty is the improvement of instruction, he has no real authority to see that recommendations he makes will be accepted.

A description of the county office administrative policies which affect the ways the consultants perform their duties with school districts will aid in clarifying the role of the consultants in San Joaquin County. Discussion of these policies may also help to explain supervisory practices employed by the consultants that might otherwise deviate from those techniques that are generally recommended by authorities in the field of educational supervision.

Personal interviews with Willard T. Hancock, County Superintendent of Schools, Stanley L. Hawkins, Assistant Superintendent, and J. Hamilton Hodgson, Assistant Superintendent in Charge of Education, were very helpful in compiling data concerning the administrative philosophy of the county superintendent as it relates to the consultant in elementary education.

The county office is a service organization. According
to Mr. Hancock, the main function of the county office is to provide needed services to the schools of the county. These services are readily available to every school that is entitled by state law to receive them. If any school wishes to refuse a service (such as elementary consultant service), it will not be required to accept that service.

The consultant is a guest of the school. When consultants are in the schools, Mr. Hodgson states, they are to consider themselves as guests of the school; they should perform their duties with as little interference as possible in the normal routine of the school. If any local school officials requests that a consultant not make supervisory visits to its teachers, it is the desire of the county office administration that he does not do so until the situation has been discussed by administrative personnel of both the district and the county office.

Conflicting statements. According to Mr. Hodgson, the elementary consultant should have the understanding with teachers that if, at any time, conflicting statements should be made by the consultant and the local school administrators, teachers are to accept the opinion of the local administrator.

24 Personal interview, June, 1958.
25 Personal interview, April, 1958.
26 Personal interview, April, 1958.
This is especially true in all matters involving local policy. Mr. Hodgson further stated that it is the opinion of the county administration that the local administrator has been charged with the responsibility of his particular school, and that his decisions and opinions where school matters are concerned should be regarded as final.

Public relations are important. Mr. Hawkins discussed administrative philosophy regarding public relations and the importance of this phase of the consultant’s duties. He said that maintenance of friendly, cooperative relationships with the schools, the communities where the schools are located, and the communities where consultants live is of prime importance. A service organization cannot make maximum use of the services it has to offer if public relations with the recipients are such that they refuse to accept any of the services.

III. SUMMARY

The office of the county superintendent of schools in California has grown from an organization that in its early days was primarily an organization to perform clerical duties to one, that today gives a wide variety of educational and business services to all of its schools. Increased support from the state as the years have progressed has enabled the county

27Personal interview, June, 1958.
office to perform more adequately the services that are needed by the schools.

The development of the office of the San Joaquin County Superintendent of Schools has followed in general the pattern of development of others throughout the state. Instructional supervision per se made its appearance from the San Joaquin County Office in the fall of 1922. Little change occurred in the extent of county educational services until the fall of 1943 when a coordinator was added to the staff. In 1949, the number of general supervisors was increased from two to five, and the following year, after many meetings and discussions, the title of supervisor was changed to that of consultant. This change was made primarily on the premise that the office of the county superintendent of schools is a service organization and that the title of consultant is more indicative of service than is that of supervisor.

Administrative philosophy at the present time still holds that the county office is a service organization and that consultants who go into the schools are to regard themselves as guests of the school and are there at the schools' invitation. The county office administrative staff also believes that each local school administrator is the person charged with the responsibility for his particular school. As such, his opinions have precedence over conflicting ones that might be stated by a consultant working in the school.
The importance of public relations is not to be overlooked. A service organization cannot give maximum services if public relations are such that schools or communities refuse to accept them.
CHAPTER III

THE RELATED LITERATURE

The purpose of this chapter will be to review the literature that is pertinent to the study.

I. THE ROLE OF THE CONSULTANT IN MODERN EDUCATION

The role of the consultant in education has changed greatly over the years. Kimball Wiles\(^1\) states that the writing in the field of supervision in the 1910's and 1920's recommended direct ing, telling, and checking up to see whether or not people had done as they were told. In the 1930's, according to Wiles, the emphasis was on "democratic supervision," which, a survey of the literature revealed, meant a kind of manipulation utilized by the supervisor to treat teachers with kindliness and maneuver them into doing what the supervisor had wanted them to do all along. Then, in the 1940's, came the type of supervision described as cooperative enterprise of the supervisor and the people with whom he worked--the type that is presently in existence today.

Harold Spears\(^2\) states that the biggest change in class


room supervision that has taken place is that consultants or supervisors no longer use supervision as a means of trying to make teachers what they ought to be. Today, he says, supervision concentrates on what teachers really are, and supervisory programs are based accordingly.

The consultant, if he is to be effective and useful in his work with teachers, must recognize that each teacher is an individual who possesses traits and characteristics that set her apart from others. According to Jennie Wahlert, the consultant accepts teachers for what they are, appreciates their problems, and endeavors to give assistance by offering suggestions and guidance. He does not order teachers to do his way, but encourages them to experiment in searching for a solution to their problems. He does not force assistance upon them, but he is ready with guidance and support when teachers ask for it.

In "Supervising Teachers," an article in the January, 1956 issue of The Education Digest, Richardson Hastings states:

Because of the very nature of teaching, a supervisor must bear in mind that the important changes to be sought in the teacher are apt to be in the areas of personal attitudes and understandings. Supervision must be carried on in such a way as to preserve the sense of professional responsibility in the teacher. It must be done in such

---

a manner as to stimulate the teacher's professional growth.\footnote{Richardson Hastings, "Supervising Teachers," \textit{The Education Digest}, 21:8, January, 1956.}

Supervision today, state Barr, Burton, and Breuckner,\footnote{A. S. Barr, William H. Burton, and Leo J. Breuckner, \textit{Supervision} (New York: Appleton-Century-Crofts, Inc., 1947), p. 11.} includes far more than it did in times past. It is increasingly objective and experimental in its methods; it increasingly involves participation and cooperation. Group discussion with participation by all forms the basis for new plans and policies, and ever increasingly, supervision is derived from the given situation rather than imposed upon it.

The role of consultant in modern education, then is no longer that of the inspector of classroom practice whose every suggestion is to be followed by the supervised teacher. No longer is he the authoritarian who hands down policy from above with respect to all things concerned with the instructional program.

In modern education, the consultant must be able to furnish strong leadership to the teaching profession. He must be able to recognize each individual teacher in terms of her present status, her weaknesses and her potentialities, and base his program of supervisory action accordingly. He does not operate on the "do as I say" principle, but encourages teachers...
to do research and experimentation in seeking the solution of their problems. He does not force assistance upon teachers, but he is ready with guidance and pertinent suggestions when they are solicited. Above all, he must be skilled in the area of human relations if he is to be an effective and a useful member of the educational profession.

II. SUPERVISORY TECHNIQUES

This section of the chapter will be organized as follows: The supervisory techniques included in the checklists that were completed by the consultants will be discussed in order of their appearance on the lists; techniques discussed in the related literature that did not appear on the lists will be treated on subsequent pages of the chapter.

Classroom Observation

Classroom observation receives favorable treatment as a worthwhile supervisory technique by many writers in the field of educational supervision. In their book, Basic Principles of Supervision, Adams and Dickey state:

Through observation and actual contact with the situation, the supervisor is enabled to analyze the various factors affecting the teaching learning situation. He is able to see the specific teaching methods and techniques which the teacher employs and with which he may desire assistance. Utilizing the results of his observational analysis, the supervisor builds with the teacher a sound program for improving the conditions surrounding teaching
and learning.6

According to Thomas H. Briggs and Joseph Justman,7 the supervisor who is concerned with the improvement of instruction must enter the classroom and observe the instruction that is being given and the learning that is taking place. They add that no amount of individual or group conference work or study of records or other data can serve to provide the supervisor with sufficient first-hand information to guide the teacher's work intelligently.

Bernard G. Kellner8 says that the supervisor attempts to determine the needs and resources of the teacher through actual observation of the teacher at work.

John Bartky comments on the purpose of classroom observation in his book, Supervision as Human Relations.9 He states that the supervisor should use classroom visitation to provide opportunity, under actual classroom conditions, to

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explore the needs of the teacher, to motivate her to improve her instruction, to instruct her, to study her problems of mental hygiene, and to evaluate her teaching efforts. He states further that even though teachers may express dislike of supervisory visits to the classroom, these visits are necessary to adequate supervision. The supervisor who plans to survey the needs of teachers through casual meetings with them or only through observations at the invitation of teachers will be most superficially informed. He will view only a corner of the teaching picture.

According to Harold Spears,10 presently Superintendent of San Francisco City and County Schools, the classroom is the heart of the teaching situation and it is natural for it to be the center of supervisory attention.

Although many teachers have expressed their disapproval of supervisory visits to the classroom, there is also evidence that teachers feel that observation of their work in the classroom can be of value. Jacobson, Reavis, and Logsdon11 say that it is the opinion of elementary and high school teachers alike that classroom supervision can be helpful.

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10 Harold Spears, op. cit., p. 270.

Support of the above opinion is stated in Leadership in Elementary School Administration and Supervision,¹² a book written by Albert H. Shuster and Wilson F. Wetzler. According to these authors, there is evidence to indicate that teachers regard supervisory visits to the classroom as a technique that can contribute to the solution of instructional problems.

One of the most serious problems faced by American schools today is the lack of fully trained teachers. Many classrooms are staffed by teachers who possess emergency or other sub-standard credentials. With situations such as this presently in existence, classroom observation by supervisory personnel is all the more necessary.¹³

Classroom observation should not be used by the consultant to rate teachers. Wiles¹⁴ states that observation used in this way restricts the improvement of teaching. Observation without rating can be used to improve instruction if it is a cooperative undertaking on the part of the supervisor and the teacher. He further describes classroom observation as a technique to be employed for securing a basis for the analysis of specifics concerned with instruction with which the teacher needs assistance.


¹³Harold Spears, op. cit., p. 270.

¹⁴Wiles, op. cit., pp. 303-304.
To summarize, classroom observation is a technique that is recommended by the related literature. In modern education it is not to be used as merely an inspectional device nor is it to be used by the supervisor as a means of rating the classroom teacher. It is the technique that permits the consultant to see the strengths and weaknesses of the teacher, in actual work in the classroom, thereby enabling him to plan with the teacher a cooperative plan of action that will result in the improvement of instruction and increase the capabilities and potentialities of the teacher as a professional person.

**Demonstration Teaching**

Demonstration teaching has long been employed as a supervisory technique. In 1923 William Burton\(^\text{15}\) stated that demonstration lessons should be arranged and frequently given. He added that the teacher should be consulted and allowed to ask for what she would like to see demonstrated. However, according to Burton, in some cases the supervisor should demonstrate what he sees the teacher needs.

In a much more recent publication, *Instructional Supervision*, William Melchior makes an interesting statement concerning the value of demonstration teaching as a supervisory

Demonstration teaching, like certain other supervisory devices, is considered out of date. But considered so by whom? Not by the majority of teachers. Their votes, as recorded to the present time, indicate that in their judgment demonstration teaching has always been considered of great value and that it still ranks high among supervisory devices.\(^{16}\)

Dorothy Peckham\(^ {17}\) supports the use of demonstration lessons but cautions that they should be carefully planned by the teacher and the consultant so that the lesson will emphasize those methods to which attention should be called.

In 1945, Henry Antell\(^ {18}\) made a study that represented the opinion of two hundred New York City elementary school teachers. Seventy four per cent of the teachers reported demonstration teaching as a valuable source of aid. Further examination of the study revealed that only two other supervisory techniques were listed more frequently than demonstration teaching.

According to Chester T. Mc Nerney,\(^ {19}\) the demonstration method is one of the most effective methods for promoting teacher improvement.


growth. School systems that are forced to employ teachers with emergency credentials to teach at levels for which they have little training are making effective use of demonstration lessons both for individuals and groups of teachers.

Jacobson, Reavis and Logsdon\textsuperscript{20} state that all teachers can profit from well-planned and well-executed demonstration lessons. It seems axiomatic that a concrete illustration of a method will be more effective than an abstract explanation when showing teachers how to incorporate it into their teaching techniques.

The values of the demonstration lesson should be thought of from the standpoint of the purposes it serves. George C. Kyte\textsuperscript{21} says that the demonstration should be planned to convey to teachers the desired standards of instruction by exemplifying approved principles and practices of teaching. It can be used to develop mutual understanding regarding the general nature and characteristics of good teaching between the teacher and the supervisor. The demonstration should also show the teacher how the teaching act, or some phase of it, is to be performed in the classroom. The lesson should exemplify applicable procedures in preventing or correcting a weakness as well

\textsuperscript{20}Jacobson, Reavis, and Logsdon, \textit{op. cit.}, p. 15.

\textsuperscript{21}George C. Kyte, \textit{The Principal at Work} (revised edition; Boston: Ginn and Company, 1952, p. 322.)
as clarify specific supervisory suggestions; it should stimulate self-analysis and self-criticism.

According to Albert L. Ayars,\textsuperscript{22} the demonstration of a particular skill or process by a competent person is a valuable aid to learning. Firsthand observation of teaching is particularly useful to clarify knowledge that has been gained through other means such as reading or listening.

William H. Burton and Leo J. Breuckner\textsuperscript{23} state that demonstration lessons have always been considered a valuable means of assisting teachers, especially when they are presented by persons who have the ability to do this sort of thing.

Demonstration teaching is a valuable technique for use with beginning teachers. Emory Stoops and Albert R. Evans, in an article appearing in the April, 1956, issue of The Nation's Schools,\textsuperscript{24} state that the supervisor should organize demonstration programs to meet the unusual needs of beginning teachers who are not completely adjusted to their work.

In summary, demonstration teaching is a technique that has been used by supervisors and consultants for many years. In helping teachers to learn accepted methods of instruction,

\begin{itemize}
\item \textsuperscript{24}Emory Stoops and Albert R. Evans, "Helping the Beginning Teacher," The Nation's Schools, 57:73, April, 1956.
\end{itemize}
a concrete presentation of methods is of much more value than an abstract explanation. Teachers in the field have registered their approval of this supervisory technique and feel that it is of value to them in the solution of their instructional problems.

Arrangement for Teacher Visit to Another Class.

Intervisitation of teachers, as a supervisory technique, is closely related to demonstration teaching. Supervisors early developed the practice of having outstanding teachers demonstrate for others. Intervisitation is an offshoot of this technique and in a manner of speaking may be classified as a feature of demonstration teaching.25

Consistency in the approval of intervisitation as a supervisory technique over the years is demonstrated in the writings of Burton and his associates. In 1923 he stated, "An excellent device for the improvement of teachers is the provision for a visiting day."26 In 1947, in collaboration with Barr and Breuckner, intervisitation was supported by the statement, "An excellent device for the observation of the teaching of other teachers is the visiting day, provided in some school systems."27 Then in 1955, Burton and Breuckner

27Barr, Burton, and Breuckner, op. cit., p. 688.
said, "An excellent device for helping some teachers is the visiting day, provided in some school systems."²⁸

Shuster and Wetzler list some of the values of intervisitation of teachers in the following statement:

Intervisitation is a useful device for stimulating teacher growth. It enables the teacher to compare other teaching-learning situations with the experiences which she is providing for her own class. New insights are gained which enable her to understand children as she sees them working with other teachers.²⁹

According to Fox, Bish and Ruffner,³⁰ visitation of other classes by the teacher is a technique which should be encouraged. It is the duty of administrative and supervisory personnel to see that the necessary arrangements are made so that it can be carried out efficiently.

Learning through observation is a well-established method of acquiring skills in any field of endeavor. William Yeager³¹ says that this technique has come into general use in the preparation of teachers and has many uses in improving teachers in service. Intervisitation should be included in every program for the improvement of teachers in service.

²⁸Burton and Breuckner, op. cit., p. 167.
²⁹Shuster and Wetzler, op. cit., p. 176.
Intervisitation is valuable to the inexperienced teacher as well as other teachers. The Atlantic City system has used this practice to good advantage with inexperienced teachers. The teachers are taken to visit the classroom of an experienced teacher of the same grade level. The supervisor and the inexperienced teacher discuss beforehand specific factors for which the teacher will look during the progress of the lesson. Too often if the observer, and especially the beginning teacher, tries to absorb everything that is seen in the classroom of the experienced teacher, he tends to become confused, and much of the value of the visit is lost.

"In-Service Education of Elementary Teachers," the report of a teacher education workshop conducted by George Peabody College for Teachers in 1945, speaks of the value of intervisitation for those teachers who desire help with a specific teaching technique. For example, a first grade teacher who wishes to improve in methods of using experience charts can profit greatly by observing another teacher who is particularly successful in the use of this teaching device.


33"In-Service Education of Elementary Teachers," Report of the Teacher-Education Workshop (Nashville: George Peabody College For Teachers, Division of Surveys and Field Studies, 1945), pp. 54-55.
Antell's\textsuperscript{34} study indicated that intervisitation was regarded highly by teachers as a technique to help them in the improvement of instruction. Sixty-seven per cent of the teachers who participated in this study listed intervisitation as a valuable practice.

According to Wiles,\textsuperscript{35} if the supervisor and the teacher do not operate on a basis of mutual success and complete rapport, intervisitation can give the teacher the opportunity to see other teachers at work and to discuss with them the work that they are doing. It will serve the same purpose and be more helpful than the demonstration by the supervisor in instances such as these.

To summarize, intervisitation is closely related to demonstration teaching and had its beginnings there. It serves much the same purposes as the demonstration lesson, and, under certain conditions, may be of more value than the demonstration conducted by the consultant. The role of the consultant in intervisitation is the efficient arrangements of visits that will be of maximum value to the observer.

The Individual Conference

The individual conference is one of the most often used of supervisory techniques. The conference may take many forms.

\textsuperscript{34}Antell, \textit{op. cit.}, p. 606.

\textsuperscript{35}Wiles, \textit{op. cit.}, p. 309.
It may be a brief, casual meeting that occurs in the hallway or on the school ground, or it may be a carefully planned meeting that will last for an hour or more. No matter how or when it may occur, this technique is well supported by the related literature.

The following statement by Melchior gives indication of the value of the individual conference:

Individual conferences rank high—frequently at the top—in teachers' evaluation of supervisory devices. The reason is self-evident. Here teachers and supervisors meet face to face and alone to discuss a personal professional problem. But not all the problems raised are those that the teacher first felt the need for discussing, for today a supervisor initiates an interview for the purpose of getting a teacher's opinion on the supervisor's problem. . . . The individual conference should be a part of the planned program of total supervision. No teachers, even those who are considered the most competent are overlooked, and the less competent do not feel that they alone are the subjects of personal interviews.

Dorothy Reed Peckham, in her publication, Principles and Techniques of Supervision, states that many people in the field of educational supervision regard the individual conference as one of the most effective means of in-service training. She says that it promotes a better understanding between the teacher and the supervisor. Conferences may be of help before teaching, after classroom visits by the supervisor, or to assist a teacher with her particular problem, specifically.

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36 Adams and Dickey, op. cit., p. 29.
37 Kyte, op. cit., p. 271.
According to Adams and Dickey, the individual conference is one of the most important means of supervision because of the opportunity it offers the supervisor to work individually with the teacher on his own problems. In the conference the supervisor and the teacher learn to know each other as persons and to understand themselves as individuals. It provides opportunity for the supervisor and the teacher to help each other as they concentrate upon problems of instruction that are of mutual concern. The conference should be given precedence over many other supervisory activities and duties. If a teacher requests a conference, the supervisor should make every effort to schedule it as soon as possible.

Kyte describes the individual conference as "probably the most important supervisory technique for use in the specific improvement of instruction." He states that it can provide the teacher with the help she needs to become skillful in self-analysis, self-appraisal and self-improvement. It enables the teacher and the supervisor to define clearly the subject under discussion, to reach a mutual agreement on educational viewpoints, to develop together a solution of the difficulties discussed, to recognize high standards of professional success, and to agree on the improvement to be undertaken. It is the

38 Adams and Dickey, op. cit., p. 29.
39 Kyte, op. cit., p. 271.
one supervisory technique which permits thorough discussion and complete understanding. The points included in the conference should be the specific needs of the teacher and of her pupils. Through the use of this supervisory means, thorough discussion is possible until desirable conclusions have been reached.

In "Leadership Through Supervision," the 1946 Yearbook of the Association for Supervision and Curriculum Development, Lelia Taggart and Mary Evans state that teachers give a high rating to the individual conference as a source of assistance. Conferences arranged at the request of the teacher to deal with a problem proposed by her, seem to be part of an ever increasing trend in teacher-consultant relationships in modern education.

Bartky speaks of the value of the casual type of conference when he says:

Casual meetings between teachers and supervisors, both in and out of school, offer excellent opportunities for supervision. The supervisor must accept the fact that he is on duty at all times, for supervision takes place not only in the classroom but at social gatherings, in the corridor, on the stairs, at the lunch table, and on the way to and from school.

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41Bartky, op. cit., p. 151.
Much of the work of the supervisor is done in person-to-person interviews, states Wiles.\(^{42}\) Planning a program, evaluating a lesson, interpreting a policy, considering a request, and considering a proposal are samples of the constant use that is made of the interview by the supervisor. Wiles also states that the interview or conference does not follow an established formula in the way it is conducted or the time that it consumes.

The individual conference is of value to those teachers who are new to a system, either from the standpoint of inexperience or that of no previous service in the system. Ferguson and House\(^{43}\) comment on the practice of inviting new teachers to a pre-school conference with the supervisor and the principal with whom they will be working in the months to come. In this way, teachers are enabled to become acquainted with educational philosophy of the system, to know what resources are available to them, as well as many other aspects of the teaching situation that are of importance. This pre-school conference also paves the way for further individual conferences throughout the school year.

Burton and Breuckner,\(^{44}\) Jacobson, Reavis, and Logsdon,\(^{45}\)

\(^{42}\) Wiles, *op. cit.*, p. 282.


\(^{44}\) Burton and Breuckner, *op. cit.*, p. 339.

\(^{45}\) Jacobson, Reavis, and Logsdon, *op. cit.*, p. 115.
Fox, Bish, and Ruffner,46 Antell,47 and Stoops and Lawson,48 in addition to the writers just quoted, all support the use of the individual conference as a valuable supervisory technique. In most instances, comments are made on the need for planning to insure the success of the technique. These comments are somewhat characterized by Burton when he says, "The all too common practice is to hold a hurried consultation in front of the room or at the door just as the supervisor is leaving."49

In summarization of the use and value of the individual conference as a supervisory technique, Briggs and Justman state:

A supervisory conference may follow or precede a classroom observation, continue a discussion started at a previous conference, grow out of a more general discussion at a staff meeting, or occur as some new development arises; it may center around a major principle of educational policy, a relatively minor point of instructional technique, a special learning difficulty experienced by a pupil, or some personal problem experienced by the teacher. In short, a supervisory conference may take place on any occasion when the teacher is in need of counsel or help and the supervisor is able to furnish it, at least in some measure.50

46 Fox, Bish, and Ruffner, op. cit., p. 56.
47 Antell, op. cit., p. 606.
49 Burton, op. cit., p. 151.
50 Briggs and Justman, op. cit., p. 346.
Group or Faculty Meeting

Group meetings of teachers are often employed by consultants in their total supervisory programs. These meetings can be of various kinds; they seem to be organized most often on the basis of grade level, interest level, subject matter area, or by school faculty. The purpose of the group meeting, as with any supervisory technique, is to improve the instructional program of the teachers that it involves. Kyte\(^{51}\) has said that from the standpoint of the development of the teaching staff, the group meeting serves the needs of the group as thoroughly as the individual conference meets the needs of the individual teacher.\(^{\vee}\)

Adams and Dickey state the following concerning the importance of the group meeting or conference in the picture of supervision:

Group conferences are considered so vital a supervisory technique that teachers virtually live in an atmosphere of many kinds of group meetings which find their place in a modern program of supervision.\(^{52}\)

The group conference seems to meet with approval in the eyes of the teachers. Perhaps one reason for the appeal that this technique has for teachers is that it gives them an opportunity to learn about new theories, methods, and techniques of

\(^{51}\)Kyte, \textit{op. cit.}, p. 209.

\(^{52}\)Adams and Dickey, \textit{op. cit.}, p. 147.
teaching without undergoing the embarrassment of revealing ignorance of them as might be the case in a classroom observation or an individual conference. 53

Doing things together is stimulating for the consultant and teachers. Often times the results achieved are those that would not have been possible for one or two people to attain. Also, a consultant can discuss new ideas and suggestions with a group of teachers, which, if presented to the same persons individually, might go unheard. 54

According to Wiles, 55 the literature of supervision has praise for the group or faculty meeting as a way of improving teachers and the school program. The group meeting is described as an opportunity for cooperative thinking, for planning, for the presentation of stimulating talks by resource people, for getting to know the total school picture, and for interchange of ideas—all of which result in the growth of the participating teachers.

Melchior 56 states that professional growth, not routine,


55Wiles, op. cit., p. 181.

56Melchior, op. cit., p. 41.
should be the basis of supervisory group meetings, and that if a group meeting is worth holding it is worth recording. Carefully taken minutes should be distributed to each member of the group to aid in giving permanency to the decisions and conclusions that are reached as a result of the meeting.

In his book, *Fundamentals of Instructional Supervision*,57 Fred C. Ayer says that holding group conferences with teachers has long been recognized as one of the most important means of improving instruction. Purposes of the group meeting include reaching agreements as to the educational philosophy that governs the goals of education, unifying the efforts of teachers, improving old practices, discovering problems for special study, planning the integration of new methods into the school program, developing morale, discovering and utilizing special talent, exemplifying good group action, exploring the value of standard supervisory techniques, and inspiring the professional enthusiasm of teachers.

Other writers who speak of the value of the group or faculty meeting as a supervisory technique include Yeager,58 Ayars,59 Briggs and Justman,60 Fox, Bish and Ruffner,61 Albert

58Yeager, op. cit., p. 269.
59Ayars, op. cit., p. 289.
60Briggs and Justman, op. cit., p. 392.
61Fox, Bish, and Ruffner, op. cit., p. 60.
J. Huggett, 62 Peckham, 63 and Barr, Burton, and Breuckner. 64

The consensus of opinion of these writers seems to be that a well-planned and well-conducted group meeting is a valuable technique and may be employed wherever the consultant finds teachers with similar needs, interests, and problems. The major advantages of this technique lie in its economy of time, its recognition of individual differences, and its informal proximity to the teachers themselves.

The Workshop

The workshop, although a comparatively recent innovation in the field of education, is a highly regarded supervisory technique. The process has been used in other fields for a long time but it did not make its appearance in education until 1936. Since then it has come to be regarded as one of the most important devices for the in-service education of teachers. 65

Workshop is a term that is being used to identify many different types of in-service education programs. Probably a strict definition is not important as long as the time devoted

63 Peckham, op. cit., p. 23.
64 Barr, Burton, and Breuckner, op. cit., p. 676.
65 Burton and Breuckner, op. cit., p. 147.
to the workshop is used to attack educational problems which need attention. 66

Jacobson, Reavis and Logsdon cite some of the strong features of the workshop:

The workshop is based upon well-known principles of learning such as readiness, a felt need, and democratic procedures; and it employs new ways of working such as group methods, individual problems, resource groups, expert leadership, community contacts and writing. 67

Dorothy Peckham 68 states that the workshop technique is received very favorably by teachers in the field. This is true, not only of summer workshops, but also those that form a part of the in-service education programs sponsored by county offices of education.

According to Spears, 69 the workshop has many advantages over the more formal type of meeting. Probably the most important of these is that teachers come with an open mind as participants, rather than merely as listeners.

A carefully planned workshop can be utilized with considerable profit to all concerned. It will be of most value if it is attended only by those teachers who need the assistance that a particular workshop is designed to furnish.

67Jacobson, Reavis, and Logsdon, op. cit., p. 111.
68Peckham, op. cit., p. 23.
69Spears, op. cit., p. 365.
Consequently it should be planned to meet needs in areas to which it can be adapted. For example, a group of teachers can learn to use correctly new art materials with the assistance of a qualified consultant; or a school staff can prepare the concrete materials that are necessary to make children's experiences in arithmetic more meaningful. By participating in workshops, teachers can develop materials that will be helpful to them in their work with children. 70

Provision of Professional Materials

Little needs to be said about the value of reading as a means of improving one's self on the job. The field of education is literally flooded with professional literature, and for teachers in service, it is a difficult task to know what to read and what to let alone. 71

The consultant should assume a role of leadership in helping teachers to select the professional materials that will be of most value to them as they strive for further competency in teaching. In 1930 Kyte stated:

To save teachers in the use of their time and to guide them in their professional study, lists of references should be prepared and sent to them by the supervisors. Such lists should be selective in nature and organized

70 Kyte, op. cit., p. 302.

to attract the attention of the teachers. The selection of readings from periodicals and books which have a direct bearing on teachers' problems or on educational subjects under discussion, will prove helpful.\(^{72}\)

Briggs and Justman\(^{73}\) state that the challenge of the supervisor is to stimulate teachers to increase the amount and the selectivity of their professional reading, to improve its fruitfulness, and to encourage the use of the results to develop their growth in effectiveness.

Sam H. Moorer, in *Supervision: The Keystone to Educational Progress*,\(^ {74}\) stated that services to the individual teacher by the consultant should include acquainting teachers with the services offered by the county professional library, and further, should help the teacher plan for more effective use of these professional materials.

Teachers think highly of provision of professional materials as a supervisory technique. Antell's\(^ {75}\) study revealed that of the supervisory practices rated as helpful by the participating elementary teachers, eighty-six per cent listed the provision of professional materials. This technique, in fact, was listed more frequently than any other on the list.

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\(^{73}\)Briggs and Justman, *op. cit.*, p. 465.


\(^{75}\)Antell, *loc. cit.*
Among other writers who suggest the provision of professional materials as a worthwhile technique are Huggett, Ferguson and Rouse, Adams and Dickey, and Peckham.

**Assistance or Participation in Program for Parents or the Community**

Another of the responsibilities of the consultant is to assist schools in interpreting the program of the schools to parents and the community in general. With the background that the consultant must possess to perform his duties efficiently, he should be well able to render services of this sort. Benjamin Dayton comments that teachers need support in their relationships with the parents, the children, and the community if they are to do an effective job of teaching.

Some of the more common ways that may be utilized by the consultant to give this service to the school or the individual teacher is to speak to parent or community groups or to assist in the preparation of school exhibits for public viewing.

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81 Kellner, *op. cit.*, p. 27.
Perhaps another aspect of this same responsibility, is the stimulation of community groups by the consultant to assist teachers, not only as educators but also as members of the community.82

Techniques Not Listed On the Checklist

Although the related literature lists many activities and duties of consultants, not all of them are in themselves supervisory techniques. In many instances these activities or duties are the substance or the "working areas" of the techniques that have been discussed. Spears83 gives a comprehensive list of the activities of county consultants that seems to be representative of other listings in the literature. His list was compiled from state and county reports, and includes the following activities: helping teachers in classrooms; arranging demonstration teaching; arranging intervisitation; conferring with individual teachers; holding meetings of teachers; conferring with school administrators; meeting with school boards; speaking before parent and community groups; planning in-service courses; participating in workshops for teachers; making home visits; leading curriculum development; improving and selecting instructional materials; participating in pro-

82Stoops and Evans, op. cit., p. 73.
fessional organizations; co-operating with teacher training institutions; preparing bulletins; conducting testing and evaluation programs; setting up experimental programs as research projects; handling routine office duties; helping in the selection and recruitment of teachers; and providing consultative services.

Of the activities listed above, there would seem to be two that could be classified as individual techniques which have not already been discussed. These two would include the preparation of bulletins and cooperation with teacher training institutions. The other listed activities are techniques that have been discussed previously or ones that would be classified as the areas of emphasis of the different techniques.

The supervisory bulletin. Preparation and distribution to teachers of an informative, well-organized, and attractive supervisory bulletin is a technique that the consultant should employ. Peckham describes the use of the supervisory bulletin in the statement below:

The supervisory bulletin is widely used by supervisors in both city and rural school systems as a means of acquainting teachers with matters that need to be called to their attention, with new books and materials, with a description of new teaching methods, and with what is going on in other parts of the system.84

84Peckham, op. cit., p. 22.
Kyte\textsuperscript{85} states that the supervisory bulletin may be used to communicate to teachers sound educational purposes, information relating to teaching procedures and materials, directions regarding the inclusion and placement of subject matter, aid in professional study, help in experimentation, and instructions regarding tests and their diagnosis.

Barr, Burton, and Breuckner,\textsuperscript{86} state that the supervisory bulletin aids in giving permanency to assistance that a certain completeness and accuracy of statements that have been made, as well as helping to save the time of the supervisor in the discharge of his many duties.

According to Jacobson, Reavis and Logsdon,\textsuperscript{87} although the supervisory bulletin cannot be the major technique, it has value that cannot be overlooked as an aid to instruction.

The supervisory bulletin can be used to reduce the number of group meetings of teachers. Included in the bulletin can be such information as the announcement of new policies, summaries of important research, successful practices of other teachers, the receipt of new instructional materials, reports of current articles, and announcements of meetings.\textsuperscript{88}

\textsuperscript{85}Kyte, \textit{The Principal at Work}, \textit{op. cit.}, p. 307.
\textsuperscript{86}Barr, Burton, and Breuckner, \textit{op. cit.}, p. 631.
\textsuperscript{87}Jacobson, Reavis, and Logsdon, \textit{op. cit.}, p. 120.
\textsuperscript{88}Adams and Dickey, \textit{op. cit.}, p. 240.
In summary, the supervisory bulletin has many uses. It should contain only that material which is pertinent to the improvement of instruction and the improvement of the teacher as a professional person. A bulletin that is informative and well organized should be well-received by teachers.

Cooperation with teacher education institutions. The consultant in elementary education, by nature of his work, is in a position to assist teachers by cooperating with teacher education institutions. The supervisor is in a position to study the needs of teachers and the problems that they face while on the job. His cooperation with college authorities can be of assistance in the planning of college courses and workshops that will be of most value to teachers. 89

According to Yeager, 90 most teacher education institutions provide follow-up services with their teacher graduates. One of the ways that this is accomplished is through supervisory reports that indicate difficulties that teachers are having, and suggest ways to help overcome these problems.

Adams and Dickey 91 state that the supervisor should become and remain alert to the advantages that the teacher education institution can provide in the development of an

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89 "In-Service Education of Elementary Teachers," op. cit., p. 90.
90 Yeager, op. cit., p. 255.
91 Adams and Dickey, op. cit., p. 227.
effective program for improving instruction.

In brief, the supervisor can greatly assist both the teacher education institution and teachers by being aware of and utilizing the resources of the institution, and by informing the institution of the needs of teachers and the problems that they are facing on the job so that courses, workshops, and the like can be efficiently planned.

Combination of Supervisory Techniques

The preceding pages of the chapter have described supervisory techniques chiefly on the basis of their unique and individual use in the supervisory program. However, the related literature lists many recommendations for the employment of combinations of two or more techniques as being more efficient in the improvement of instruction than the use of a single one.

An article by Leonard Power in The National Elementary Principal92 states that after observing the teacher in her classroom to find out areas where assistance is needed, the principal or the supervisor may arrange for the teacher to visit another class.

According to Kyte93 a supervisory visit to the classroom generally follows an individual conference. This in turn


can be supplemented with another conference to discuss progress that has been made or to offer further assistance. He also states that the classroom observation can be followed by a teachers' meeting, a supervisory bulletin, or a demonstration lesson.94

Although the group meeting of teachers is a valuable technique, it is of more value when it is used in conjunction with other techniques. Just as the group meeting often grows out of individual conferences, it needs to be followed by personal conferences and other supervisory work to insure that what has been agreed to and planned will actually be put into practice.95

Huggett96 states that if the classroom visitation is to be most effective it should be followed by an individual conference involving the supervisor and the teacher. Shuster and Wetzler97 make practically the same statement when they say that all classroom observations should be followed by an individual conference.

The probability of achieving good results with inter-visitation is greatly increased if the visit of the teacher

94Kyte, ibid., p. 255.
95Briggs and Justman, op. cit., p. 393.
96Huggett, op. cit., p. 98.
97Shuster and Wetzler, op. cit., p. 169.
can be followed by an individual conference with the supervisor. The same practice is desirable after a teacher has observed a demonstration lesson.

To summarize, although the use of various individual supervisory techniques contributes greatly to the improvement of instruction, combinations of techniques are generally more effective. The individual conference, for instance, can add much to the worth of such techniques as the classroom visitation, the intervisitation, and the demonstration lesson. Group meetings can be supplemented by personal conferences, supervisory bulletins, classroom visitations, demonstrations, and arrangement for intervisitation. In short, the consultant who employs a variety of techniques, using one to supplement the other as occasion demands, should be successful in helping individual teachers and improving the instructional program in general.

III. SUMMARY

The role of the consultant in education has changed greatly over the years. He is no longer the inspector and rater of teachers and their methods. Today he is regarded as a resource person who works on a cooperative basis with teachers.

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98 Jacobson, Reavis, and Logsdon, op. cit., p. 119.
99 Adams and Dickey, op. cit., p. 239.
to help them become more efficient and resourceful, thereby improving the learning situations for the children in their classes. The consultant needs skills in human relations; he must be able to recognize individual differences in people as well as their weaknesses and potentialities. He then modifies his supervisory program to meet the needs of the teachers with whom he works.

The related literature devotes many chapters to supervisory techniques and their uses. Of the techniques listed, most authorities seem to be in agreement that the following are worthwhile and that they are used by many consultants in their programs of instructional improvement: classroom observation or visitation; demonstration teaching; intervisitation; the individual conference; group or faculty meetings; the workshop; provision of professional materials; assistance or participation in programs for the parents or community; preparation and distribution of supervisory bulletins; and cooperation with teacher education institutions.

The literature, while recommending the various individual techniques, also states that two or more techniques can be used in combination to obtain better overall improvement than will be obtained by the use of any technique in isolation. The use of the individual conference, for example, is mentioned frequently as a valuable supplement to such techniques as the classroom observation, the demonstration lesson, and the intervisitation.
A survey of the related literature seems to indicate that the supervisory techniques that are recommended today are not too different from those in publications of thirty years ago. A notable exception is the workshop which was not used in education until 1936. The greatest change has occurred in the recommended use of the techniques to fit the modern concept of the supervisor as a consultant and a resource person who works on a cooperative basis with teachers rather than as a superior officer who inspects, rates, and demands that teachers function under rules that he has handed down to them.
CHAPTER IV

SUPERVISORY TECHNIQUES EMPLOYED BY SAN JOAQUIN COUNTY ELEMENTARY CONSULTANTS

The purpose of this chapter is to discuss the supervisory techniques that are employed by the San Joaquin County consultants in elementary education. The chapter will consist of two main sections.

The first section will discuss the yearly activities of the consultants in the discharge of their responsibilities for the improvement of instruction in the schools of the county. Special attention will be given to those activities that were not listed in the checklist of supervisory techniques.

The second section will present a survey of the supervisory techniques employed by the consultants. This will be based on the checklists of supervisory techniques and interviews with the consultant group.

I. THE YEARLY PROGRAM

Consultants in elementary education are employed on a ten-month basis. They report for duty on the Monday falling closest to the twentieth of August and are released from duty on the Friday falling closest to the twentieth of June if all work within the normal limits of the position is completed. On the following pages activities will be described wherever
possible, in the order that they occur during the year. Daily school visits will not be described in this section of the chapter.

Pro-school conferences with teachers new to a consultant area. In the two-week period prior to the opening of schools in the county, each consultant conducts individual conferences with teachers who are new to his consultant area. Teachers are notified by mail who their consultant will be and are encouraged to arrange an appointment for the purpose of meeting the consultant and discussing matters relative to the opening of school, their particular teaching assignments, instructional materials they will use, and the like.

As a general rule, teacher response to this practice has been nearly one hundred per cent. The consultants report that teachers who have not been able to arrange an appointment have acknowledged receipt of the preliminary letter either by telephone or by mail. The consultants feel that the practice is valuable especially with respect to the early establishment of rapport with the new teachers.

Induction of new teachers. Each year the staff of the county superintendent of schools conducts a two-day induction program for all new teachers in the county. This program includes all beginning teachers, all teachers with experience who are new to the county, and all teachers with experience
in the county who are teaching a different grade level or have moved to another consultant area. Any other teachers who wish to attend are invited to do so.

Each elementary consultant is responsible for conducting two meetings during the induction program. One of these meetings is devoted to a particular grade level such as the first or the eighth, for example. Teachers are acquainted with state textbooks for that grade and certain other materials of instruction; a thorough discussion of procedures to follow during the opening days of school is presented. These meetings are held in classrooms that have a room environment appropriate to the particular grade level.

The other meeting that is conducted by the consultant is one of all the teachers that are new to his consultant area, regardless of grade level assignment. The consultant takes this opportunity to discuss his particular philosophy of working with teachers, to acquaint the teachers with county publications, and to hold a discussion period for the purpose of answering any questions that may have arisen in grade level meetings. Consultants in special fields also speak briefly concerning the ways in which they may be of assistance to teachers of the county.

Plans have been made to conduct two room environment workshops as part of the induction program for the 1958-59 school year. The purpose of these workshops will be to
illustrate good room environments and to present appropriate activities that will be done by the teachers who attend. The workshops will take place during the two days prior to the regular induction program.

In-service day. The county office sponsors an annual in-service day for all elementary teachers of the county. This program is usually scheduled for the Wednesday just preceding the Thanksgiving holiday. Although attendance is voluntary, teachers from nearly every district in the county attend the meetings.

The program that is to be presented is decided upon by a committee composed of school administrators, teachers, and county office personnel. A single subject or interest area may be stressed, or several areas may make up the program. As an example, the 1957 program centered about the teaching of arithmetic, while plans for the 1958 meeting are to present several different subject and interest areas.

Consultants play an active part in this program. Each one is usually responsible for a grade level or interest area. Their activities then depend on the form the meeting is to take. If teacher committees are to be formed, the consultants assume the role of coordinators. If resource people are to be secured, it is their duty to follow through on this. If the consultants are to present any part of the program, they prepare accordingly,
while still carrying out the duties of the daily supervisory program.

**Grade level meetings.** Several grade level meetings, kindergarten through third grade, are conducted by the consultants throughout the school year. As a general rule, the consultants work in pairs in the planning and preparation of these meetings for county teachers. From four to five of these meetings are held each year and the material presented is based on teacher needs and interests. All of the grade level meetings are held on the same night and at the same location.

**Participation in local professional organizations.** Consultants are expected to participate in teacher professional organizations in the county. Although the county office has its own chapter of the California Teachers Association, the consultants are requested to attend meetings of teacher organizations in their respective consultant areas, and to participate in their activities.

**Educational conference attendance.** Funds are provided from the County Service Fund to reimburse the consultants for expenses incurred by attendance at educational conferences. Every consultant has the opportunity to attend several conferences and meetings during the year. Generally, the consultants attend the conferences of their choice, although occasionally
they may be requested by administrative personnel of the office to attend certain others.

Attendance at educational conferences and meetings helps to keep the consultants in touch with modern trends in education as well as to inform them of current instructional practices in other areas of the state. As part of the follow-up of conference attendance, the consultants report to the office staff on conference proceedings.

**Office responsibilities.** Responsibilities connected with the functions of the county office per se, form another phase of the annual activities of the consultant. Monthly reports, answering of correspondence, checking of files, making appointments, answering phone calls and other such duties are a normal part of any consultant's activities and may be classified as routine. However, there are other responsibilities which relate to the office that will be described in the following paragraphs.

A staff meeting is held once each month for the purpose of keeping the staff informed of routine procedures, current happenings, and changes in or additions to staff policy. Reports of conference attendance are often presented as well as those of activities of various departments that are of interest to the staff as a whole. Staff meetings are conducted by the county superintendent, and all staff members plan to be
Consultants' meetings are usually held once each week throughout the school year. Curriculum development projects, current problems, and matters of routine that are essential to the coordination of the efforts of the individual consultants form the basis of these meetings. In the two weeks prior to the opening of school, meetings are held more often to make final plans for the induction program and to discuss plans for the activities of the school year. The last two weeks of the working year are usually reserved for discussion of the different subject areas of the curriculum. The purpose of these meetings is to bring to light any areas of concern, and to formulate plans for the coming year.

Joint meetings with representatives of the guidance department and, on separate occasions, of the instructional materials center are held occasionally during the year. The responsibilities of the different departments cross boundaries frequently, and better service can be given to schools if the different departments explore ways in which they can assist each other.

Several staff committees function through the year. Each consultant is usually assigned to at least one but not more than two staff committees of his own choice, if possible. A committee member is expected to attend all meetings of the committee
and to play an active part in committee projects. A representative listing of the staff committees would include the Staff Development Committee, the Staff Welfare Committee, the Audio-Visual Prevue Committee, the Instructional Materials Committee, the Newsletter Editorial Committee, the Music Committee, and the Science Committee.

II. SUPERVISORY TECHNIQUES

So that objective evidence could be compiled, the consultants agreed to fill out checklists of the supervisory techniques they employed in their daily contacts with teachers. Checklists were completed each day for a one month period; a separate list was filled out each day for each school visited during that day. Compilation of the data revealed a total of 654 individual teacher and group supervisory contacts.

Before presenting the data obtained from the checklists, it would be well to present a brief discussion of a technique that was not included in the data on the checklists. The reason that it did not appear on the checklist is that it is not a technique that involves direct contact with a teacher or a group of teachers.

**Individual conferences with school administrators.** A discussion of the various supervisory techniques with the consultants
disclosed the opinion that one of their most valuable
practices was that of having individual conferences with the local school administrators. Here the consultants have the opportunity to point out areas of needed improvement, to discuss possible plans for improving instruction, and to point out currently accepted methods of teaching. Then it is possible for the administrator and the consultant to formulate a cooperative plan of action for the improvement of the school. The consultants also agreed that if a suggestion or recommendation has the support of the administrator, it stands a much better chance of being put into practice.

**Construction of the tables.** The checklists of supervisory techniques were examined and the data of importance to the study were compiled on charts. From these charts, tables were constructed so that the data could be organized in a meaningful way.

**Interpreting the results.** The results of the study are interpreted by analyzing the different tables and making the explanations that are necessary to a meaningful presentation of the data.

**Number of individual teacher contacts.** Table I shows a total of 587 contacts with individual teachers. Of this number, 459 were with experienced teachers and 128 with inexperienced teachers. Of the teachers contacted, 313 were
# TABLE I

DATA CONCERNING THE NUMBER AND LENGTH OF INDIVIDUAL TEACHER SUPERVISORY CONTACTS BY COUNTY CONSULTANTS

<table>
<thead>
<tr>
<th>Data</th>
<th>Experienced Teachers</th>
<th>Inexperienced Teachers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
</tr>
<tr>
<td>Number of individual teacher contacts</td>
<td>459 78.2</td>
<td>128 21.8</td>
<td>587 100.0</td>
</tr>
<tr>
<td>Total time in minutes, individual teacher contacts</td>
<td>12455 75.5</td>
<td>4947 24.5</td>
<td>17402 100.0</td>
</tr>
<tr>
<td>Total number of teachers contacted</td>
<td>313 85.5</td>
<td>53 14.5</td>
<td>366 100.0</td>
</tr>
<tr>
<td>Average number of contacts per teacher</td>
<td>1.47</td>
<td>2.41</td>
<td>1.80</td>
</tr>
<tr>
<td>Average length of contacts in minutes</td>
<td>27</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Average total time spent with each teacher, in minutes</td>
<td>40</td>
<td>76</td>
<td>45</td>
</tr>
</tbody>
</table>
experienced and fifty three had no previous teaching experience. On the average, each experienced teacher was contacted 1.47 times during the study while each inexperienced teacher received 2.41 supervisory visits.

**Total time and average length of contacts.** A total of 16,500 minutes was given to contacts with individual teachers during the time the study was in progress. Of this time, 12,453 minutes were spent with the experienced teachers and 4,047 minutes with the inexperienced teachers. The average length of the contacts with experienced and inexperienced teachers did not differ too greatly; the contacts with the experienced teachers averaged twenty seven minutes while those with the inexperienced teachers were thirty two minutes. The total average time spent with each inexperienced teacher, as shown by Table I, was much greater than the time with each experienced teacher; this resulted from more frequent contacts with the former group. A total of seventy six minutes was spent with each inexperienced teacher, and only forty minutes with each experienced one.

**Range in time of supervisory contacts.** Table II gives data concerning the range in time of the supervisory contacts with individual teachers. Of the 587 contacts made, 450 were of one to thirty minutes duration. Contacts of thirty one to sixty minutes duration number 115. Of the remainder, sixteen
### TABLE II

LENGTH IN MINUTES OF SUPERVISORY CONTACTS WITH INDIVIDUAL TEACHERS

<table>
<thead>
<tr>
<th>Grade</th>
<th>1-15</th>
<th>16-30</th>
<th>31-45</th>
<th>46-60</th>
<th>61-90</th>
<th>Over 90</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind.</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>322</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>1</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1-4</td>
<td>26</td>
<td>8</td>
<td>70</td>
<td>13</td>
<td>20</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>5-8</td>
<td>23</td>
<td>6</td>
<td>51</td>
<td>8</td>
<td>13</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>1-8</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Special</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>153</td>
<td>31</td>
<td>206</td>
<td>60</td>
<td>53</td>
<td>15</td>
<td>11</td>
</tr>
</tbody>
</table>

All: 4 2 459 128 587
ranged from sixty one to ninety minutes, and six were longer
than ninety minutes. Multi-graded classes received sixteen
of the twenty-two visits that were more than one hour in
length.

Further examination of Table II does not reveal a pat-
tern of difference in length of visits from one grade level
to another. However teachers of multi-graded classrooms re-
ceived a greater number of longer visits than did those of sin-
gle grade classrooms and the inexperienced teachers tended to
receive a comparatively greater number of longer visits than
the inexperienced ones.

**Supervisory techniques employed.** Table III shows the
frequency of use of the supervisory techniques by the consul-
tants during the month of February, 1958.

The table indicates that the individual conference was
employed far more frequently than any other supervisory tech-
nique. This technique was used, either singly or in combina-
tion with other techniques, on 508 different occasions. As
there were 654 individual and group teacher contacts made by
the consultants during the study, the individual conference
was employed in 77.68 per cent of the total number of contacts.

Classroom observation was also employed frequently, ap-
ppearing on the checklists in 267 instances. This technique
was employed in 40.83 per cent of the total contacts, or just
### TABLE III

**FREQUENCY OF USE OF SUPERVISORY TECHNIQUES**

<table>
<thead>
<tr>
<th>Technique Employed</th>
<th>Number of Times Employed*</th>
<th>Per Cent of Total **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual conference</td>
<td>508</td>
<td>77.68</td>
</tr>
<tr>
<td>Classroom observation</td>
<td>267</td>
<td>40.85</td>
</tr>
<tr>
<td>Provision of professional materials</td>
<td>104</td>
<td>15.90</td>
</tr>
<tr>
<td>Group or faculty meeting</td>
<td>35</td>
<td>5.35</td>
</tr>
<tr>
<td>Demonstration teaching</td>
<td>33</td>
<td>5.05</td>
</tr>
<tr>
<td>Arrangement for teacher visit to another class</td>
<td>17</td>
<td>2.75</td>
</tr>
<tr>
<td>Assistance or participation in program for parents or the community</td>
<td>14</td>
<td>2.14</td>
</tr>
<tr>
<td>Workshop</td>
<td>11</td>
<td>1.68</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>1.07</td>
</tr>
</tbody>
</table>

*The number of times refers to the total number of times the technique appeared in the study, singly and in combination with other techniques.

**Percentage figures are based on the total number of teacher contacts, individual and group, which numbered 654.
more than half as often as the individual conference.

The technique of providing professional materials for teachers ranked third in frequency of use of the various techniques; it was listed on 104 occasions and was employed in 15.90 per cent of the total contacts.

The group or faculty meeting was used thirty five times during the study, appearing in 5.35 per cent of the total contacts. As there were six consultants who participated in the study, each consultant held an average of 6 group meetings during that time.

Demonstration lessons were taught on thirty three separate occasions. This technique was used in 5.05 per cent of the total contacts, an average of five and one half demonstration lessons by each of the consultants.

Consultants arranged for teacher visits to other classes a total of seventeen times, using this technique in 2.75 per cent of the total contacts. On the average, each consultant made use of this technique approximately three times while the study was in progress.

Assistance or participation in programs for the parents or the community occupied a portion of the consultants' time. This technique was listed fourteen times; it was used in 2.14 per cent of the total contacts.

Eleven workshops were conducted by the consultants.
Although this technique appeared in only 1.68 per cent of the total, as an average each consultant conducted two workshops during the month.

Other techniques were listed on the checklists in seven instances. Each of these techniques was listed only once, and included the following: direct assistance to students; participation in a program for a teachers' professional organization; arrangement for teacher attendance at an out-of-county in-service meeting; attendance at a school program conducted by students; taking pictures of a class project; holding a conference with a school principal; and "inspection." Whether or not all of these could be classed as supervisory techniques is a matter of opinion. However, they were listed on the checklists, and are mentioned for that reason.

**Success of the supervisory techniques employed.** Table IV shows the success of the supervisory techniques in the judgment of the consultants who employed them. These data were not broken down to compare the success of the techniques with respect to experienced and inexperienced teachers as separate groups. In the total of 654 supervisory contacts, 512 were judged as either good or very good, and sixty one of the remaining possible instances were not evaluated. With so few other ratings to be accounted for, it seemed of little value to make any comparison with respect to experienced and inexperienced teachers.
### TABLE IV

**JUDGED SUCCESS OF SUPERVISORY TECHNIQUES AS RATED BY CONSULTANTS**

<table>
<thead>
<tr>
<th>Techniques Employed*</th>
<th>Frequency of Judged Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excelent</td>
</tr>
<tr>
<td>1,4</td>
<td>6</td>
</tr>
<tr>
<td>1**</td>
<td>3</td>
</tr>
<tr>
<td>4,7</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1,4,7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2,4</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
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<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>1,7</td>
<td>0</td>
</tr>
<tr>
<td>3,4</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
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<td>1,2,4</td>
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<tr>
<td>4,8</td>
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<td>3,4,7</td>
<td>0</td>
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<tr>
<td>1,4,8</td>
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<td>1,3,4</td>
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<td>8</td>
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<td>1,3</td>
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<tr>
<td>4,7,8</td>
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<tr>
<td>6,7</td>
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<tr>
<td>5,8</td>
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<td>3,4,8</td>
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<tr>
<td>5,7</td>
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<td>1,4,9</td>
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</tr>
<tr>
<td>1,8</td>
<td>0</td>
</tr>
<tr>
<td>2,3,4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Totals** 21 228 284 58 1 1 61 654

*Key:*
1. Classroom observation.
2. Demonstration teaching.
3. Arrangement for teacher visit to another class.
4. Individual conference.
5. Group or faculty meeting.
6. Workshop
7. Provision of professional material
8. Assisting or participating in program for parents or community.
9. Other.

**According to instructions, classroom observation was not to be rated unless used in conjunction with another supervisory technique.**
Although the instructions for the use of the checklist requested that the classroom observation was not to be judged unless it was used in conjunction with one or more other techniques, the consultants did rate it twenty of the fifty three times it was listed by itself. Consultants were asked not to judge this technique when used alone as, if there were no follow-up of any kind, there would be little basis for a valid evaluation of the success of the supervisory contact.

The rating of excellent was given to twenty one contacts, with eleven of these involving use of the individual conference. The workshop was judged as excellent on four of the eleven times that it was used.

Success of the techniques employed was judged by the consultants as fair on fifty eight occasions. The majority of the cases involved the individual conference, although not out of proportion to the total number of times that the technique was employed. Provision of professional materials received this rating seven times when it was employed by itself, and fourteen times in all. Thirty instances involved the use of classroom observation.

In only two instances was the success of techniques employed judged as either poor or unsatisfactory. The combined technique of an individual conference and provision of professional materials was rated as poor on one occasion, and a classroom observation was deemed to be unsatisfactory once.
No judgment was made on sixty one occasions. Thirty three of these were the classroom observation when used alone. The others were distributed throughout the list with the majority again involving the individual conference.

**Area of emphasis of the supervisory technique.** Table V shows the area of emphasis of the supervisory techniques employed in the contacts with individual teachers. The table also compares experienced and inexperienced teachers in this respect.

Teaching methods formed the major area of concern with both experienced and inexperienced teachers. This area was listed 281 times, with the experienced teacher contacts numbering 205 and those with the inexperienced group totaling seventy six. It appeared in 59.4 per cent of the contacts with the inexperienced teachers as contrasted with 44.7 per cent of those with the experienced teachers. With respect to the total group of teachers, teaching methods were discussed in 47.9 per cent of the supervisory contacts.

Selection of instructional materials was also mentioned frequently in the study, being listed 203 times and occurring in 34.4 per cent of the total contacts. Further examination of the table shows that it was a concern of experienced teachers on 147 occasions, or 32.1 per cent of the total, and 56 times of the inexperienced teachers, or 43.8 per cent of the
<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Frequency Exp.</th>
<th>Frequency Inexp.</th>
<th>Total</th>
<th>Percent Exp.</th>
<th>Percent Inexp.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching methods</td>
<td>205</td>
<td>76</td>
<td>281</td>
<td>44.7</td>
<td>59.4</td>
<td>47.9</td>
</tr>
<tr>
<td>2. Selection of instructional material</td>
<td>147</td>
<td>56</td>
<td>203</td>
<td>32.1</td>
<td>43.8</td>
<td>34.4</td>
</tr>
<tr>
<td>3. Organization of teaching or class schedule</td>
<td>110</td>
<td>55</td>
<td>165</td>
<td>23.9</td>
<td>42.9</td>
<td>28.1</td>
</tr>
<tr>
<td>4. Interpretation of course of study</td>
<td>44</td>
<td>15</td>
<td>59</td>
<td>9.6</td>
<td>11.7</td>
<td>10.1</td>
</tr>
<tr>
<td>5. Assistance in planning for exceptional children</td>
<td>46</td>
<td>12</td>
<td>58</td>
<td>10.0</td>
<td>9.4</td>
<td>9.9</td>
</tr>
<tr>
<td>6. Referral of pupils for special services</td>
<td>14</td>
<td>5</td>
<td>19</td>
<td>3.1</td>
<td>3.9</td>
<td>3.2</td>
</tr>
<tr>
<td>7. Evaluation of instructional materials</td>
<td>15</td>
<td>1</td>
<td>16</td>
<td>3.3</td>
<td>0.8</td>
<td>2.7</td>
</tr>
<tr>
<td>8. Evaluation of pupil progress</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>1.9</td>
<td>0.8</td>
<td>1.7</td>
</tr>
<tr>
<td>9. Interpretation of test results</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>1.5</td>
<td>2.3</td>
<td>1.7</td>
</tr>
<tr>
<td>10. Graduation planning</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0.9</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>11. Professional training</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0.9</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>12. Planning for student teacher</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0.7</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>13. Public relations</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0.7</td>
<td>0.0</td>
<td>0.5</td>
</tr>
<tr>
<td>14. Personal problem of teacher</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>15. Planning for demonstration lesson</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>16. Establishment of school standards</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
<td>0.0</td>
<td>0.1</td>
</tr>
</tbody>
</table>

*Percentage figures are based on the total number of individual teacher contacts, 489 with experienced and 128 with inexperienced teachers.*
total contacts with this group.

A third area of emphasis that received much consideration was organization of the teaching or class schedule. It appeared a total of 165 times, one hundred ten times with the experienced teachers, and fifty five with the inexperienced ones. On the basis of percentage, this area was listed in 23.9 per cent of the experienced teacher contacts, and in 42.9 per cent of those with inexperienced teachers.

All of the three areas listed above had a substantially greater percentage of frequency with the inexperienced teachers as compared to the experienced ones.

Interpretation of the course of study and assistance in planning for exceptional children received almost equal attention in frequency on the checklists. Comparison of the experienced and inexperienced teachers showed little variation with respect to these two areas of emphasis.

The remainder of the areas of emphasis occurred rather infrequently in comparison to the total number of contacts. Had the study been made at a different time, there is strong possibility that such areas as interpretation of test results and evaluation of pupil progress would have received more attention.

Subject areas of supervisory contacts. Table VI shows the subject areas where assistance was given to individual
### TABLE VI
SUBJECT AREAS OF SUPERVISORY CONTACTS WITH INDIVIDUAL TEACHERS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher Contacts</th>
<th>Exp.</th>
<th>Inexp.</th>
<th>Total</th>
<th>Exp. %</th>
<th>Inexp.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading</td>
<td></td>
<td>99</td>
<td>46</td>
<td>145</td>
<td>21.0</td>
<td>31.1</td>
<td>23.4</td>
</tr>
<tr>
<td>2. Arithmetic</td>
<td></td>
<td>110</td>
<td>24</td>
<td>134</td>
<td>23.3</td>
<td>16.2</td>
<td>21.6</td>
</tr>
<tr>
<td>3. Music</td>
<td></td>
<td>67</td>
<td>20</td>
<td>87</td>
<td>14.1</td>
<td>13.5</td>
<td>14.0</td>
</tr>
<tr>
<td>4. Social Studies</td>
<td></td>
<td>50</td>
<td>23</td>
<td>73</td>
<td>10.5</td>
<td>15.5</td>
<td>11.8</td>
</tr>
<tr>
<td>5. Science</td>
<td></td>
<td>59</td>
<td>8</td>
<td>67</td>
<td>12.4</td>
<td>5.4</td>
<td>10.8</td>
</tr>
<tr>
<td>6. Language</td>
<td></td>
<td>25</td>
<td>6</td>
<td>31</td>
<td>5.2</td>
<td>4.1</td>
<td>5.0</td>
</tr>
<tr>
<td>7. Spelling</td>
<td></td>
<td>17</td>
<td>10</td>
<td>27</td>
<td>3.6</td>
<td>6.8</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Art</td>
<td></td>
<td>22</td>
<td>5</td>
<td>27</td>
<td>4.7</td>
<td>3.4</td>
<td>4.5</td>
</tr>
<tr>
<td>9. Writing</td>
<td></td>
<td>10</td>
<td>3</td>
<td>13</td>
<td>2.1</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>10. Physical Education</td>
<td></td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>1.5</td>
<td>0.0</td>
<td>1.1</td>
</tr>
<tr>
<td>11. Rhythms</td>
<td></td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0.8</td>
<td>0.0</td>
<td>0.6</td>
</tr>
<tr>
<td>12. Health</td>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0</td>
<td>2.0</td>
<td>0.5</td>
</tr>
<tr>
<td>13. Outdoor Education</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
<td>0.0</td>
<td>0.1</td>
</tr>
</tbody>
</table>

| Totals               |                  | 471  | 148    | 619   | 100.0  | 100.0  | 100.0 |
teachers; comparisons of the experienced and inexperienced teachers are also indicated.

As might be expected, reading and arithmetic were listed more frequently than any other subject areas. Teachers and consultants discussed reading on 145 different occasions, ninety nine of these being with teachers of experience, and the remaining forty six with inexperienced ones. Based on the total number of subject listings, reading was discussed with the inexperienced teachers in 21.1 per cent of the total contacts with this group, as contrasted with twenty one per cent in those with experienced teachers.

The pattern of contacts with respect to arithmetic was somewhat different from that in reading. Of the 134 instances listed, one hundred ten and 23.3 per cent were with experienced teachers, while twenty four and 16.2 per cent occurred with the inexperienced.

Music was listed eighty seven times and the number of instances with respect to the experienced and inexperienced teachers corresponded closely on the basis of percentage.

Of the seventy three times social studies was mentioned, fifty instances were with experienced teachers and twenty three with inexperienced teachers. The percentage of frequency was about five per cent more with the inexperienced ones.

Science was listed sixty seven times with experienced teachers being contacted seven per cent more than the inexperienced teachers.
Other subject areas that were mentioned included language, spelling, art, writing, physical education, rhythms, health, and outdoor education. The frequency of appearance ranged from five per cent for language to one tenth of one per cent for outdoor education. Examination of Table VI reveals no great difference in the percentage of contacts between the experienced and inexperienced teachers.

III. SUMMARY

The activities of the elementary consultant in the discharge of their duties are many and varied. In addition to the daily visits that they make to classrooms in the course of the school year, other important aspects of their duties include the following: conducting pre-school conferences with new teachers; participating in the county induction program for new teachers; helping with the annual in-service day program; conducting county-wide grade level meetings several times during the year; participating in local professional organizations; attending educational conferences; and performing office responsibilities which include routine duties, attending staff meetings, attending and actively participating in consultants' meetings and interdepartmental meetings, and actively participating as members of staff committees.

A study of the supervisory techniques employed by the consultants revealed the utilization of a variety of techniques
in the performance of their duties to improve instruction in county schools. A group interview with the consultants brought forth the opinion that the individual conference with school administrators was a valuable technique. As this technique did not involve direct contact between the consultant and teachers, it did not appear on the checklists.

Compilation of the data obtained from the checklists showed that the consultants employed the individual conference technique in a large majority of the supervisory contacts. Classroom observation, provision of professional materials, group or faculty meeting, demonstration teaching, arrangement for teacher visit to another class, assistance or participation in programs for parents or the community, and the workshop followed in that order. Seven other techniques received one listing each. The data also revealed that in many instances various combinations of techniques were employed.

In the judgment of the consultants, all of the techniques were used with a high degree of success. Of the 654 supervisory contacts made, 533 were from good to excellent, and fifty-eight were judged as having achieved fair success. Only one received a rating of poor, and in one other instance the success of the technique was deemed as unsatisfactory.

The consultants tended to spend more time with the inexperienced teachers. Although the average length of contacts with experienced and inexperienced teachers did not differ
greatly, the inexperienced teachers were contacted more frequently.

The greater number of contacts with individual teachers were of thirty minutes duration or less. Of the longer contacts that were made, the larger proportion took place with inexperienced teachers and the teachers of multi-graded classrooms.

Teaching methods, selection of instructional materials, and organization of the teaching or class schedule were mentioned most frequently as the areas of emphasis of the supervisory contacts. The data revealed that these areas were more frequently stressed with inexperienced teachers than with those who had previous experience. Other areas listed in the study in the order of frequency were interpretation of the course of study, assistance in planning for exceptional children, referral of pupils for special services, evaluation of instructional materials, evaluation of pupil progress, interpretation of test results, graduation planning, professional training, planning for student teacher, public relations, personal problem of teacher, planning for a demonstration lesson, and establishment of school standards.

Reading and arithmetic were the subject matter areas most frequently mentioned in the study. This was true, not only of the total listings, but also with respect to experienced and inexperienced teachers. Other subject areas in the
order of frequency were music, social studies, science, language, spelling, art, writing, physical education, rhythms, health, and outdoor education.
CHAPTER V

A COMPARISON OF THE FINDINGS OF THE STUDY WITH
THE RELATED LITERATURE AND LOCAL PRACTICE

The purpose of this chapter is to compare the findings of the study with (1) the related literature, and (2) local supervisory practice.

I. COMPARISON WITH THE RELATED LITERATURE

Role of the Consultant

The related literature has described the consultant in modern education as a resource person who works on a cooperative basis with teachers to improve their effectiveness, thereby fulfilling the goal of supervision which is the improvement of instructional practices in the schools. Today's consultant realizes that each teacher is different, and that he must pattern his program of supervisory action accordingly.

The role that the San Joaquin County elementary consultants assume parallels closely the recommendations of the related literature. The office administrative staff asks that consultants serve as resource persons where they are needed and desired, that their work with teachers is carried on through a spirit of democratic cooperation, and that they give attention to the individual differences of teachers and schools in the planning of their supervisory courses of action.
In general, the literature describes the activities and the responsibilities of the consultant who is employed in a local school system. Although the duties and the responsibilities of the county consultant are practically the same as those of the similar person in the local system, his role is somewhat different in that he is employed by a service agency to provide assistance to districts to which he has no direct responsibility and with whom he has no direct authority. In many instances the county consultant will play a much more passive role in the improvement of instruction than he would as a consultant employed by a local district.

Use of Supervisory Techniques

The supervisory techniques that are employed by the consultants are well supported by the related literature. The individual conference, the classroom observation, the demonstration lesson, the arrangement of teacher visits to other classes, the faculty or group meeting, the workshop, the provision of professional materials for teachers, and participation in programs for parents or the community are all highly recommended by most educational authorities as worthwhile and valuable supervisory techniques.

The frequent use of the individual conference and classroom visitation by the consultants follows a pattern that is mentioned often. It is through the classroom observation that
the consultants get firsthand information concerning the strengths and weaknesses of the teaching-learning situation, and it is by means of the individual conference that consultants and teachers meet on common ground to work toward common goals.

The data compiled from the checklists revealed that the consultants tend to visit all teachers frequently, both the experienced and the inexperienced. This practice is recommended inasmuch as it is deemed unwise to single out only those teachers who need help as the recipients of supervisory visits. The competent teachers appreciate recognition of the work they are doing and the consultants may profit by seeing methods and techniques that they can share with other teachers.

Examination of the checklists showed that the consultants frequently employed combinations of supervisory techniques in their contacts with teachers. The individual conference, for example, was combined with the classroom observation in more than two hundred instances. The conference and the demonstration lesson were used together on twenty one occasions. In all but one use of the technique, arrangement for intervisitation was combined with the individual conference. Provision of professional materials was used frequently with other techniques. The consultants made use of the workshop, the group meeting, the individual conference, and the classroom observation to present and distribute professional materials
to teachers. In brief, 297 of the 654 supervisory contacts made during the course of the study involved the use of two or more supervisory techniques. The consultants also stated that in many instances, especially in the case of classroom observations, it was impossible to have a conference with the teacher on the same day as the observation. However, an individual conference with the teacher was scheduled for a later date.\(^1\) Actually, the techniques were used in combination, but as the checklists were filled out on a daily basis, the techniques appeared individually. It would be well to point out that each consultant works with several schools in the course of a week. If they are to make somewhat regular visits, they must limit the time that is available for supervisory contacts with the personnel of any given school, thereby making it impossible on occasion to make use of follow-up techniques.

To summarize, the consultants make frequent use of combinations of supervisory techniques, a practice that is recommended in much of the literature on educational supervision.

**Recommended Techniques That Did Not Appear in the Study.**

A survey of the literature revealed two supervisory techniques that, according to the checklists, were not utilized

\(^{1}\)Consultants' meeting, March 10, 1958.
by the San Joaquin County consultants.

**The supervisory bulletin.** The related literature states that the preparation of supervisory bulletins by consultants is a valuable technique for helping teachers. By means of the bulletin, attention can be called to new methods, new materials, and current practices in education as well as to give a sort of permanency to assistance that the consultant has rendered.

The San Joaquin County consultants do not at the present time prepare supervisory bulletins as described by the related literature. Occasionally, both individually and as a group, contributions by the consultants are made to the *Superintendent's News Letter*, a monthly publication of the county superintendent of schools. Although this publication has frequent references to the general curriculum, new materials, and practices, it is more of a general publication and cannot be classed as a supervisory bulletin.

**Cooperation with teacher education institutions.** Although cooperation of the consultants with teacher education institutions was not mentioned on the checklists, there is evidence to indicate that, to some degree, this does take place. Probably the most concrete example of this cooperation occurs with the College of the Pacific. The consultants cooperate with this institution by recommending to teachers certain courses that will be valuable to them as well as necessary to complete the
requirements for teaching credentials. Further cooperation is given in the recommendation by the consultants of prospective master teachers for the student-teacher program that is part of the college teacher education course.

Although the consultants are not directly represented, representatives from the San Joaquin County Office, the school districts of the county, Stockton Unified School District, and the College of the Pacific form a committee known as the Directed Teacher Committee. The purpose of this committee is to coordinate the placement of student teachers in the schools of the county and of Stockton.

Comparison With Local Practice

In 1956 a bulletin was issued by the Stockton Unified School District defining the services to be rendered by the district consultant in elementary education:

1. He shall provide help for teachers on problems concerned with the instructional program.

2. He shall help build better understanding of child growth and development, and its relationship to the instructional program.

3. He shall cooperate with principals in recognizing and providing for teachers' needs.

4. He shall acquaint new teachers and teachers new to the system with the services and materials available.

5. He shall acquaint teachers with curriculum methods and content.

6. He shall help teachers with such organizational
problems as grouping, providing for individual differences, scheduling and daily or long-term planning.

7. He shall provide guidance in the location, selection and interpretation of the findings of research.

8. He shall plan opportunities for in-service growth through induction, workshop and observation programs.

9. He shall meet with individual faculties, or larger teacher groups to identify and work on educational problems.

10. He shall provide guidance on such points as parent-school communication.

11. He shall work with teacher, parent, or lay groups in interpreting the educational program of the district.

12. He shall perform other such duties as suggested by the Coordinator of Elementary Education or the Associate Superintendent of Schools.

Examination of this list indicates a close similarity in the services which are performed by the consultants of Stockton and San Joaquin County. The Stockton list of services included cooperation of the consultant and the principal, a technique that was highly rated by the county consultants. Mention is made of induction programs, workshops, and observation programs, practices that are used frequently by the county consultants.

Group or faculty meetings and the rendering of assistance with parent-school communication are stressed on this

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list. These activities are mentioned frequently by the county consultants as part of their supervisory programs. Although the use of such techniques as the individual conference, the classroom observation, and the demonstration lesson are not mentioned per se in the Stockton bulletin, the use of them is implied by the statements of the services that the consultants are to render directly to teachers of the district.

The areas of emphasis that are listed in this bulletin are very similar to the ones that were revealed by the data obtained from the checklists of supervisory techniques. Specific instances include organizational problems, selection of instructional materials, interpretation of the educational program, and teaching or curriculum methods.

In summary, a comparison of the Stockton bulletin with the results of this study indicates a close parallel in the services rendered by the Stockton and San Joaquin County elementary consultants, both in the supervisory techniques that they employ and in the areas of emphasis with which the supervisory techniques are concerned.

The Cooperative Personnel Services of the California State Personnel Board conducted a survey in 1954 of all county office personnel in positions that were supported by the County School Service Fund. The purpose of this study was to develop

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recommendations on classification standards and an appropriate salary schedule for such positions.

Job description forms that were completed by the elementary consultants at that time revealed that the majority of their time was spent in classroom observation, discussion with teachers, and demonstration lessons. Other activities of the consultants included teachers' meetings, community or civic duties, workshops or institutes, selection and evaluation of instructional materials, and in some instances, work with special student problems. According to J. Hamilton Hodgson, who was an elementary consultant at that time, the present role of the elementary consultant is much the same as it was at the time of the 1954 survey. He further stated that the consultants have much individual freedom in the ways that they work, and that the supervisory program in the different consultant areas may vary while still being acceptable to the philosophy and policies of the office of the county superintendent.

II. SUMMARY

The role of the consultant in San Joaquin County is generally the same as described in the related literature. Although the county consultants use the same techniques and

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4 Personal interview, April, 1959.
procedures that are used by nearly all supervisors in modern education, the somewhat different nature of the county office as compared to a local district affects in some ways the manner in which they perform their duties.

San Joaquin County elementary consultants use techniques that are recommended by the related literature. Techniques are used frequently in combinations by the consultants and this practice is also strongly recommended. The literature often mentions the value of the supervisory bulletin and cooperation with teacher training institutions as worthwhile techniques. At the present time, the consultants do not prepare supervisory bulletins as described by the related literature. Although cooperation with teacher education institutions was not mentioned in the study, there is evidence that this is occurring to some degree.

A comparison of the activities of the county consultants with those of the Stockton Unified School District reveals much similarity in practice. The services that the Stockton elementary consultants render to their teachers correspond closely to those received by county teachers from county consultants. Use of the same supervisory techniques is implied, as well as attention being given to similar areas of emphasis.

A 1954 survey of the activities of the elementary consultants of the county at that time, indicates similarity to
present practices as shown by this study. This is substantiated by J. Hamilton Hodgson who was an elementary consultant at the time of the survey.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study was concerned with the identification of supervisory techniques employed by San Joaquin County consultants in elementary education in their efforts to assist teachers to improve instruction in the fifty eight smaller elementary school districts in the county. Specific purposes of the study were: definition of the role of the consultant; identification of the supervisory techniques employed; survey of the use of supervisory techniques with respect to frequency, number and length of supervisory visits, subject matter, categories of instructional responsibilities, experienced and inexperienced teachers, and judged success; comparison of the scope of the techniques employed by the consultants with that found in the related literature; and recommendations for changes or improvements.

The study is deemed to be of importance to the county consultants in that it will indicate to them the acceptability of the supervisory techniques they employ, the kinds of assistance that they render to teachers, the apportionment of their time with teachers, and changes or improvements that could increase the effectiveness of their supervisory practices.
The development of the elementary consultancy of the San Joaquin County Superintendent's office has followed the general pattern throughout the state. According to local county records, the first rural or general supervisor of education was employed in San Joaquin County in 1922 after state legislation made the county superintendent responsible for instructional supervision in schools with an average daily attendance of three hundred students or less. Following the creation of the County School Service Fund, it was possible for county offices to be so financed that they could realistically perform the services expected of them; the San Joaquin County superintendent was thereby able to employ an adequate staff to provide assistance to schools of the county with their instructional programs.

In 1950 the title of consultant in elementary education was adopted to denote those persons who were employed by the San Joaquin County superintendent to do general curriculum supervision in elementary schools. This title was chosen as being representative of those persons who are employed by a service organization, the role that the county office assumes in education in the State of California today.

A survey of the related literature reveals that supervisory personnel employ a variety of supervisory techniques in the fulfillment of the responsibilities of their particular positions. The successful consultant must employ several
techniques, both separately and in conjunction with other
techniques, to meet the needs and help solve the problems of
the teachers that he serves.

A study of the techniques employed by the San Joaquin
County consultants in elementary education indicates that
they use those that are recommended by the related literature.
The consultants also use combinations of techniques for in-
creased effectiveness. Two techniques, the preparation of
supervisory bulletins and cooperation with teacher education
institutions, have not received proper emphasis in the county
program.

A comparison of the duties of the county elementary
consultants with those of the elementary consultants of Stock-
ton City Unified School District reveals a close similarity
in activities, in supervisory techniques employed, and in the
areas of emphasis with which the techniques are concerned.
Present practices of the county consultants also closely para-
llel those of the elementary consultants of San Joaquin County
in 1954.

This study was made with the encouragement of the Su-
perintendent and the Assistant Superintendent in Charge of
Education of San Joaquin County. The six elementary consul-
tants who render direct instructional supervision to the dis-
tricts entitled to receive this service cooperated in the
study. Much of the data in the study were secured from the
checklists of supervisory techniques that each consultant completed daily for a one-month period. These data were supplemented by a survey of the related literature, personal interviews, and surveys of local supervisory practices. Compilation and interpretation of the data led to the conclusion that are stated in the following section of the chapter.

II. CONCLUSIONS

Several conclusions are supported by the findings of this study.

1. The development of the elementary consultancy in San Joaquin County has followed the pattern used in other parts of the state. Consultant services have been expanded following increased state financial support; professional titles have been changed to conform with the idea that the county office is a service organization.

2. The role that the elementary consultant in San Joaquin County assumes is generally that which is accepted in the modern concept of education. However, the somewhat different position of a county office as compared to a local district affects the way in which the consultant fulfills his responsibilities.

3. The supervisory techniques that are employed by the county consultants are widely used in educational
supervision and are recommended by research. Two techniques, the preparation of supervisory bulletins and cooperation with teacher education institutions should receive more emphasis in the county program.

4. Close cooperation between the consultant and the local administrator is a valuable technique to employ in the improvement of instruction. Although this technique is not used directly with teachers, the consultants recommend it highly.

5. The consultants spend more time with inexperienced teachers than with the experienced ones. Contacts with the former group are of longer duration and occur more frequently.

6. Supervisory contacts approximate an average length of thirty minutes. Contacts with inexperienced teachers and those of multi-grade classes tend to be longer.

7. The success of the use of the various supervisory techniques as rated by the consultants was generally high. In only two of 664 instances was the success of a technique judged as poor or unsatisfactory. The validity of these ratings must be questioned, however, inasmuch as the ratings were dependent entirely on the subjective judgment of each consultant, and no standard criteria were used as a basis of evaluation.

8. Reading and arithmetic seem to be the major areas of concern to teachers with respect to subject matter.
Teaching methods, selection of instructional materials, and problems of organization represent the instructional responsibilities most often discussed with teachers.

III. RECOMMENDATIONS

The recommendations resulting from this study are presented below:

1. It is recommended that periodic supervisory bulletins be prepared by the consultant staff for distribution to elementary school teachers and principals.

2. It is recommended that there be a greater degree of cooperation between the consultants and the staff of teacher education institutions in the planning of college courses, workshops, and other in-service training activities to meet the needs of classroom teachers.

3. It is recommended that a study be made to determine the manner and method in which supervisory techniques are used by the consultants.

4. It is recommended that similar studies be made in other counties of California for the purpose of comparison.

5. It is recommended that criteria be established for use in evaluating as objectively as possible the success of the various supervisory techniques employed.

6. It is recommended that these criteria be used with classroom teachers in supervised schools to make a study that
would evaluate the relative success of supervisory techniques employed by the consultants.
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BIBLIOGRAPHY

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CHECKLIST OF SUPERVISORY TECHNIQUES
(See instructions for use of this form)

SCHOOL NO. __________________ NUMBER OF TEACHERS _____________ DATE __________

CONSULTANT'S NAME

TECHNIQUE EMPLOYED

1. Classroom observation.
2. Demonstration teaching.
3. Arrangement for teacher visit to another class.
4. Individual conference.
5. Group or faculty meeting.
7. Provision of professional materials.
8. Assistance or participation in program for parents or the community.
9. Other (Write in)

AREA OF EMPHASIS

A. Teaching methods.
B. Organization of teaching or class schedule.
C. Interpretation of the course of study.
D. Selection of instructional materials.
E. Interpretation and application of test results.
F. Assistance in planning for exceptional children.
G. Referral of pupils for special services.
H. Evaluation of pupil progress, reporting to parents.
J. Other (Write in)

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GENERAL INSTRUCTIONS TO CONSULTANTS IN THE USE OF THE CHECKLIST OF SUPERVISORY TECHNIQUES

1. You are requested to use a separate checklist for each school and each visit to the school. Assign a different number, letter, or other identification symbol for each school referred to below. Please use the proper symbol uniformly for each school. If a technique involves more than one school, use a single checklist and indicate each school involved. (e.g., if a workshop involves schools 1, 2 and 3, the list would read: SCHOOL NO. 1, 2, 3)

2. If you do not wish to use your own name, an identification symbol may be substituted. However, the same symbol should be used throughout.

3. Instructions for the use of each column on the checklist:

   Column 1---- Technique Employed
   a. Use the code number or combination of numbers of the technique(s) used. For example: "1, 4" would indicate a classroom observation followed by an individual conference.
   b. If a technique not listed is used, state it briefly with an accompanying number in the list of Techniques Employed. List only the code number assigned in Column 1.

   Column 2---- Teacher Contact
   a. Omit teacher's name. Check only whether experienced or inexperienced.
   b. If a group technique is used, check experienced, inexperienced, or both, dependent on the group. Under "Group", list the number of teachers contacted.

   Column 3---- Grade Level
   a. List the grade or range of grades of the teacher or group contacted. (K, 1-2, 7, 5-8, etc.)

   Column 4---- Area of Emphasis
   a. Use the code letter that best describes the area of emphasis of the technique employed. If an area not listed is used, follow the instructions for Column 1, b.
b. After the code letter, state briefly the subject area or other field of emphasis to which reference is made. (e.g., "A- arithmetic" would indicate the technique in Column 1 was used with reference to teaching methods in arithmetic. "G- speech" would indicate that the technique was used with reference to a problem not necessarily in a subject area.)

c. Definition of terms used.

Teaching methods.
The way in which the teacher actually teaches the lesson, including introduction, presentation, use of instructional materials, time for practice, allowance for individual differences.

Organization of teaching or class schedule.
Classroom mechanics, including scheduling, lesson plans, handling of supplies, materials of instruction, etc.

Exceptional children
These children--mentally retarded, gifted, physically handicapped, socially or emotionally maladjusted—who do not profit fully from the regular program of class instruction.

Column 5---- Time
a. List as accurately as possible the amount of time spent with each teacher or group. Where a combination of techniques is used, list only the total time spent with the teacher or group.

Column 6---- Judgment of Success
a. Give your judgment of the degree of success you believe was achieved with the teacher or group. (Note: It may not always be practical or feasible to judge the success of a technique. This column may be omitted at your discretion.)

b. Do not judge Classroom observation unless it is used in conjunction with another technique.
c. Your candid judgment is desired—neither overrated nor underrated.

d. Explanation of letters on the list:
   E---- Excellent
   VG---- Very Good
   G---- Good
   F---- Fair
   P---- Poor
   U---- Unsatisfactory