

## 2.3 COLLABORATIVE SUPERVISION

### 2.3.1 Meaning of Supervision

Supervision is an important element of directing function of management. Administrators at all levels perform the supervisory function. At each level, supervision is required to translate plans and programmes into action. The primary duty of administrators is the supervision and, therefore, they are known as supervisors.

Supervision aims to carefully consider the individual differences among teachers, on one hand, and the human relations between the supervisor and the teachers, on the other. Thus it gives the teachers the opportunity to choose the kind of supervision they want (Glatthorn, 1990)<sup>45</sup>.

Jane Franseth. (1961)<sup>46</sup> stated that supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school programme.

Ross L. Neagley and N. Dean Evans (1980)<sup>47</sup> pointed that supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals i.e. student, teacher, supervisor, administrator, and the parent or other lay person.

Robert J. Alfonso, Gerald R. Firth, and Richard F. Neville (1981)<sup>48</sup> offered a slightly different definition on supervision stress service, cooperation, and democracy. The instructional supervision is herein defined as: Behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

Harris, Ben M. (1985)<sup>49</sup> defined that supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.

John T. Lovell, in revising the earlier work of Kimball Wiles (1983)<sup>50</sup>, looked at instructional supervision as behaviour that is assumed to be an additional behaviour system

formally provided by the organization for the purpose of interacting with the teaching behaviour system in such a way as to maintain, change, and improve the design and actualization of learning opportunities for students.

Don M. Beach and Judy Reinhartz. (2000)<sup>51</sup> defined that supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career-long development of teachers.”

Robert D. Krey and Peter J. Burke. (1989)<sup>52</sup> offered a comprehensive definition that supervision is instructional leadership that relates perspectives to behavior, clarifies purposes, contributes to and supports organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional program, and assesses goal achievements.

Thomas J. Sergiovanni and Robert J. Starratt . (2002)<sup>53</sup> said that supervision is taking place in schools that are “true learning communities,” where values, norms, and ideas are shared by supervisors, teachers, and students.

John C. Daresh and Marsha A. Playko. (1995)<sup>54</sup> offered a concise definition, viewing supervision as “the process of overseeing the ability of people to meet the goals of the organization in which they work.

Jon Wiles and Joseph Bondi. (2000)<sup>55</sup> viewed supervision as a general leadership role and a coordinating role among all school activities concerned with learning.

Glickman, Carl D., Stephen P. Gordon, and Jovita M. Ross-Gordon. (2001)<sup>56</sup> emphasized process and function of supervision rather than title or position for the purpose of improving student learning, pictured those in supervisory roles as applying “certain knowledge, interpersonal skills, and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs.”

English Dictionary.com (2010)<sup>57</sup> gives the meaning that supervision means the act of overseeing or management by overseeing the performance or operation of a person or group. Supervision oversees the subordinates at work to ensure that they are working according to plans and policies of the organization. It involves direct face-to-face contact between the supervisor and his subordinates. The aim of supervision is to ensure that subordinates work efficiently and effectively to accomplish the organizational objectives. It involves inter-personal relationship in day-to-day work. A supervisor is known by different names, e.g., superintendent, section officer, overseer etc. He constitutes the lowest rung of the management ladder and is in charge of workers. But the first-line supervisor occupies a strategic position in the hierarchy of an organization. Supervisor is the vital link between workers and management. He is representative of management and a key figure from the viewpoint of workers. He is directly responsible for issuing orders and instructions, laying down work methods and procedures and initiating action. He gets the managerial plans translated into action, spots deviations from plans and takes the necessary corrective action. He is primarily responsible for the successful performance of work on the operating level. The position of a supervisor is very critical. He is known as the 'man in the middle' because he represents both management and workers.

Answers.com (2010)<sup>58</sup> stated that supervision, on the other hand, really means "looking from above." If administrator supervises someone/ something, he keeps a general eye on their activities and usually helps to direct them.

School of Education. (2010)<sup>59</sup> mentioned that supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession.

It can be concluded that supervision is the act of the supervisor in management by overseeing the performance or operation of a person or group to ensure that the employees are working according to plans and policies of the organization. Supervision is an

aid that is given to improve the working situation better using five basic skills such as (1) skills in human relations, (2) skills group process, (3) skills of leadership, (4) skills of management, and (5) skills of evaluation.

### 2.3.2 Meaning of Educational Supervision

Educational supervision can be defines in many ways, but in the present study it is an attempt to explain educational supervision of the through school staff, such as the administrator or the capable profession teachers as well as proficient teachers who are subject exponent in improving the teaching, the teaching development of teachers and the revise educational objectives, teaching materials/methods of teaching & teaching evaluation These personnel must supervise the teachers in school in the form of trainer. They will give guidance in the group suggestion, and the enhancing of knowledge. This will be done in the principle of cooperative operation for an effective accomplishment.

Ross (1980)<sup>60</sup> mentioned that educational supervision is the services to teacher who aims to produce improved for effective teaching and learning process. The supervision activities is to improve teaching by increasing the professional competence of teachers in performing their duties. So that educational supervision is an activity to improve and enhance teacher professional so that they can solve their own problems. Thus, educational supervision needs guidance from the administrator to the teachers and school personnel towards improving the quality of teaching and learning.

John T. Lovell and Kimball Wiles. (1983)<sup>61</sup> defined that educational supervision is considered as a formal system behaviour in a way to maintain, modify and improve the plan and the actualization of student learning opportunities",

Sangad Utranant (1987)<sup>62</sup> mentioned about the meaning of the educational supervision that it refers to the working process in developing of the working quality of the school teachers and staff to the almost achievement of the students' learning.

Ministry of Education (1994)<sup>63</sup> gave a definition that educational supervision refers to every assiduity that the school staff, right from the administrator to the janitor, in developing

and support in the learning & teaching efficiency. This is the enhancement of the teacher's operation, as well as the teacher's progression in their profession.

Komoski (1997)<sup>64</sup>, educational supervision is a leadership instructional act where the ultimate aim is to improve classroom instruction. Besides helping to enhance the teaching and learning process, is also seen as a process to ensure the formal curriculum is implemented in the classroom. More importantly the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation. There is also no denying that the supervision process also helps school administrators evaluate teacher competency in terms of teacher knowledge, skills and attitudes.

Glickman, Carl D., Stephen P. Gordon, and Jovita M. Ross-Gordon. (2001)<sup>65</sup> pointed that educational supervision suggests responsibilities encompassing many aspects of schooling, including administration, curriculum, and instruction, instructional supervision narrows the focus to a more limited set of responsibilities, namely, supervision for the improvement of instruction. Clinical, consultative, collaborative, developmental, and peer supervision are subsumed under instructional supervision.

Jackson (2001)<sup>66</sup> stated that educational supervision is a process whereby the school administrator assists the classroom teacher to improve his/her teaching instruction to enhance student learning. School administrators need to keep in mind that supervision is more than just routine classroom visits and evaluation of the teaching and learning process. It includes aspects such as goal setting, follow-up visits, mentoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

Holland & Adams (2002)<sup>67</sup> highlight that the right educational supervision supports teaching and professional development, enhances "personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy".

Acheson and Gail (2003)<sup>68</sup> pointed that educational supervision is not autocratic but collaborative and interactive. Furthermore it is not directive but democratic. It is also more teacher - centered rather than being an authoritative supervisor-centered activity.

Kirsty Forrest. (2009)<sup>69</sup> stated that educational supervision is the provision of guidance and feedback on matters of personal, professional and educational development.

Soejipto and Rafliis Kosasi (2010)<sup>70</sup> formulated a definition of educational supervision as “all the work done by the supervisor to provide assistance to teachers in improving teaching. It is conceived as a service to teachers, both as individuals and in groups. To put it simply, supervision is a means of offering to teachers and professional setting, specialized help in improving instruction and thereby student achievement.

From the above definition, it can be concluded that educational supervision is to the cooperation between the school staff, in developing the teachers' learning & teaching, which would result in the effective educational progression of the students. Educational supervision therefore supports professional learning and development, but also relates to gate keeping, monitoring, maintaining standards, and improving performance.

### **2.3.3 Who is the Supervisor?**

The word 'supervise' brings along with it various connotations such as to 'watch over', 'oversee' and direct. In the school environment the school administrator is often seen as the person responsible for the supervision of not only the school teachers but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually the school administrators, senior assistants, instructional lead teachers, and master teachers.

Supervisors are special service personnel to be found on the staffs of administrators at the state, district, and school levels. In administrative parlance these service personnel are staff employees, whereas the administrators, equipped with the mantles of status and authority, are line employees. Staff employees are hired by and responsible to the line employees. Line employees below the top position (e.g., superintendent) are hired by and responsible to other line employees higher up in the chain of command. Supervisors are often referred to as auxiliary personnel or staff. Responsibilities of these auxiliary personnel differ from state to state and from school to school.

### State Supervisors

The supervisor on the state level is the assistant superintendent for curriculum and instruction. Although this position may bear other titles, this person's responsibility is to supervise the entire curricular and instructional programme of the public schools in the state, with the help of staff members. The assistant superintendent interprets state department of education and state legislative mandates concerning education and is directly responsible to the state superintendent of public instruction. The assistant superintendent's office frequently directs teachers in the preparation of certain curricular materials and often supervises textbook adoptions. That office also provides consultant service to the schools, sponsors conferences on curriculum and instruction, and acts as liaison with the federal government in the preparation of proposals for grants for federal projects. This office encourages experimentation in curriculum design and instructional techniques. The assistant superintendent for curriculum and instruction is aided by a staff of specialists who may be designated supervisors, directors, consultants, or coordinators. Frequently these include specialists in curriculum and instruction, such as directors or supervisors of elementary, middle, and secondary education. These staff members aid in fulfilling the assistant superintendent's tasks. They generally confine themselves, however, to providing leadership at their own levels. On the central-office staff, customarily an assistant superintendent for curriculum and instruction or sometimes a director of instruction provides curricular and instructional leadership throughout the local district. This key local official aids teachers in developing materials, encourages experimentation and research, provides schools with up-to-date materials and consultants, leads the district in the continuous task of curriculum development, and meets with teachers and administrators on problems of curriculum and instruction. Helping the assistant superintendent are personnel of various types. Often these include one or more general supervisors, responsible for supervision from kindergarten through twelfth grade. They are frequently in the schools assisting individual teachers and groups of teachers in a variety of fields. These persons are familiar with learning theory, adolescent psychology, and methods of handling groups and individuals, and new ways to organize for instruction. Some of the smaller school districts limit their central-office personnel to positions of this type. Larger school systems employ supervisors or directors of elementary, middle, and secondary education. Whereas the general supervisor must be

spread thin over the entire school system, these three specialists may concentrate on their individual levels. Large school districts often provide a variety of supervisors or consultants in special fields, such as reading, guidance, foreign languages, and vocational education. Some of the special-area supervisors divide their time between the elementary, middle, and secondary levels as, for example, in art, music, and physical education; others confine their work to one level. These specialists are in a strategic position for effecting change in individual classrooms. They have expertise in a particular field and may devote their full time and energies to the development of curriculum and instruction in their specialties. They can be knowledgeable about the latest content, materials, and methods in their fields.

### **School Level**

In the school level, the individual school is people who could be labeled supervisors. Often a school will employ an assistant administrator whose main duty is the supervision of curriculum and instruction. This person devotes full energies to developing the curriculum of his or her own school and helping teachers improve instruction. Curriculum coordinators or lead teachers are sometimes found in the individual school either as assistants to or replacements for the assistant principal for curriculum and instruction. Their task is to assist teachers with curricular and instructional problems and to give leadership to the development of the curriculum and the improvement of instruction. Team leaders, grade coordinators, and department heads in the individual schools can, should, and sometimes do serve as supervisors. With the team-staffing patterns followed by many schools, the person who heads an instructional team plays a significant role as supervisor for that team.

School-based supervisors should lead in curriculum development, assist teachers in the production of instructional and curricular materials, arrange for staff development, and help teachers improve their teaching methods. Administrators have the obligation of freeing their coordinators and leaders so that they will not become bogged down, as so often happens, with either administrative details of running their grades, teams, or departments or with full-time teaching schedules. These activities can prohibit them from giving adequate time to instructional and curricular leadership. Newer practices in supervision enlist the services of peers, coaches, and mentors in the process to help avoid this overload. Unlike state supervisors, whose interaction with district-based and school-based supervisors



is infrequent, central-office supervisors work frequently and collaboratively with school-based supervisors and teachers to assist in achieving district goals.

#### 2.3.4 Task of Supervision

William H. Burton. (1922)<sup>71</sup> focused the task of supervision as shown below:

1. The improvement of the teaching act.
2. The improvement of teachers in service.
3. The selection and organization of subject matter.
4. Testing and measuring.
5. The rating of teachers.

Harris, Ben M. (1985)<sup>72</sup> viewed the task of supervision in the following listed:

1. Developing curriculum.
2. Organizing for instruction.
3. Providing staff.
4. Providing facilities.
5. Providing materials.
6. Arranging for in-service education.
7. Orienting staff members.
8. Relating special pupil services.
9. Developing public relations.
10. Evaluating instruction.

Harris classified tasks 1, 3, and 4 as preliminary; 6 and 10 as developmental; and the others as operational.

Karolyn J. Snyder. (1997)<sup>73</sup> viewed the supervisor's task that the primary supervisory task is to develop professional learning communities, in work teams, that not only acquire new knowledge and skills but also learn how to study and respond exceptionally well to their natural work and learning environments.

Robert H. Anderson and Karolyn J. Snyder. (1998)<sup>74</sup> perceived the task of supervision as "the new work of the supervisor" as "building the energy mass, school by school and team by team."

### 2.3.5 Domains of Supervision

There are three domain of supervision: instructional, curricular, and staff development. That is, the supervisor acts as coordinator, consultant, group leader, and evaluator to assist teachers in the improvement of instruction, curriculum planning, and personal and professional growth and development. In doing so, the supervisor must bring to bear a wide repertoire of knowledge and skills. Floyd C. Mann. (1965)<sup>75</sup> referred to the skills needed by supervisors as a “skill-mix,” consisting of technical, managerial, and human relations skills. Alfonso, Robert J., Gerald R. Firth, and Richard F. Neville (1981)<sup>76</sup> have also given attention to the skill-mix necessary to instructional supervision. Edward Pajak. (1989)<sup>77</sup> headed a study on identification of supervisory proficiencies sponsored by the Association for Supervision and Curriculum Development. By reviewing the literature on supervision and surveying instructional leaders, Pajak affirmed twelve domains, with relevant knowledge, attitudes, and skills in each domain. These domains and their definitions are as follows:

- **Community Relations**

Establishing and maintaining open and productive relations between the school and its community;

- **Staff Development**

Developing and facilitating meaningful opportunities for professional growth;

- **Planning and Change**

Initiating and implementing collaboratively developed strategies for continuous improvement;

- **Communication**

Ensuring open and clear communication among individuals and groups through the organization;

- **Curriculum**

Coordinating and integrating the process of curriculum development and implementation;

- **Instructional Programme**

Supporting and coordinating efforts to improve the instructional programme;

- **Service to Teachers**

Providing materials, resources, and assistance to support teaching and

learning;

- **Observation and Conferencing**

Providing feedback to teachers based on classroom observation;

- **Problem Solving and Decision Making**

Using a variety of strategies to clarify and analyze problems and to make

decisions;

- **Research and Programme Evaluation**

Encouraging experimentation and assessing outcomes;

- **Motivating and Organizing**

Helping people to develop a shared vision and achieve collective aims;

- **Personal Development**

Recognizing and reflecting upon one's personal and professional beliefs,

abilities, and action.

Beach, Don M., and other (2000)<sup>78</sup> described four roles of supervisor as follow:

- **Coordinator:**

The supervisor serves as a coordinator of programmes, groups, materials, and reports. It is the supervisor who acts as a link between programs and people. He or she knows the disparate pieces of the educational process and directs the actions of others to make the pieces blend. As a director of staff development, the supervisor plans, arranges, evaluates, and often conducts in-service programs with and for teachers.

- **Consultant**

The supervisor serves in a consulting capacity as a specialist in curriculum, instructional methodology, and staff development. In this capacity, he or she renders service to both individual teachers and groups. At times, the supervisor may simply furnish necessary information and suggestions. At other times, he or she may help teachers define, set, and pursue goals. The supervisor should be a prime source of assistance to teachers wishing to improve either their generic or specialized teaching skills. Though some will disagree with us, we believe the supervisor-consultant should be able to demonstrate a repertoire of teaching strategies.

- **Group Leader** The supervisor as group leader works continuously to release the potential of groups seeking to improve the curriculum, instruction, or themselves. To perform

this role the supervisor must be knowledgeable about group dynamics and must demonstrate leadership skills. The supervisor assists groups in consensus building, in moving toward group goals, and in perfecting the democratic process. As a group leader, the supervisor seeks, identifies, and fosters leadership from within the group.

- **Evaluator** As an evaluator, the supervisor provides assistance to teachers in evaluating instruction and curriculum. The supervisor helps teachers find answers to curricular and instructional problems identify research studies that may have a bearing on their problems, and conduct limited research projects. Additionally, the supervisor helps teachers evaluate their classroom performance, assess their own strengths and weaknesses, and select means of overcoming their deficiencies.

### 2.3.6 Foundations of Supervision

The foundations of supervision are areas of learning from which the supervisor derives expertise. Supervisors should possess (1) certain personal traits and (2) certain types of knowledge and skills.

- **Personal Traits** The literature on supervision is remarkably silent on what personal characteristics are necessary for successful supervisory behavior. Perhaps this silence can be attributed to one or more of the following reasons.

1. Personal characteristics can be inferred from the skills supervisors should possess. Thus, if supervisors are expected to demonstrate a high degree of skill in human or interpersonal relations, they should exhibit human and humane traits like empathy, warmth, and sincerity.

2. Educational research has been notably unsuccessful in identifying personal qualities common to all successful administrators and supervisors. The presence of generally valued personal traits in a leader does not guarantee success on the job, nor does the absence of these traits ensure failure. Because the search for universal traits has been unproductive, the experts have concentrated on the more certain requisite knowledge and skills.

3. Personal traits necessary for success in positions of leadership appear so obvious that they need no elaboration. Some specialists in the field may feel that a

compendium of supervisory traits is similar to the oath that Boy Scouts take, promising to be trustworthy, loyal, helpful, friendly, and so on.

4. The search for personal traits is a somewhat dated activity at a time when researchers are attempting to identify competencies that school personnel should demonstrate. Nevertheless, despite these encumbrances, let's briefly consider the question of personal characteristics needed by supervisory personnel. The successful supervisor is in constant contact with people and should possess those personal traits of warmth, friendliness, patience, and a sense of humor that are essential not only to supervision but also to teaching. As a service-oriented agent for improvement, the supervisor must be imbued with the spirit counselors refer to as "the helping relationship," the desire to give of oneself to be of assistance to others. Beyond this, the supervisor needs the kind of persuasiveness and infectious enthusiasm that inspires teachers to want to make changes for the better. The supervisor should be an "idea person," one who leads people to think about new and improved ways of doing things. He or she needs to convey the attitude of valuing and seeking the ideas of others while not appearing to have answers to all the problems teachers face. The supervisor who is a helper to teachers is able to effect a democratic environment in which the contributions of each participating member are valued. Above all, the supervisor needs to possess a predisposition to change and must constantly promote improvement. If supervisors, whose chief responsibility is to bring about improvements, are satisfied with the status quo, they can be sure that the teachers will be, too. The supervisor must be able to live with change and help teachers adapt to the changing needs of society and of children and youth. To accomplish this mission, the supervisor should be able to work effectively in both one-to-one relationships and in groups.

- **Knowledge and Skills**

Knowledge and skills is general agreement that supervisors should have:

- A sound general education programme.
- A thorough pre-service professional education programme.
- A major field of study.
- A solid graduate programme in supervision.
- Three to five years of successful teaching.

In pre-service and in-service training programmes, supervisors should develop a grounding in the following:

- Learning theory and educational psychology.
- Philosophy of education.
- History of education, especially of curriculum and instructional development.
- The role of the school in society.
- Curriculum development.
- Instructional design and methods.
- Group dynamics.
- Conferencing and counseling.
- Assessment of teacher performance.

Lovell, John T., and Kimball Wiles (1983)<sup>79</sup> pointed to necessary knowledge and skills when they wrote that supervision is :

- Releasing human potential
- Leadership
- Communications
- Coordinating and facilitating change
- Curriculum development
- Facilitating human development.

Alfonso, Robert J., Gerald R. Firth, and Richard F. Neville (1981)<sup>80</sup> drew implications for instructional supervisory behaviour from organization leadership, communication, decision making, and change theories. To perform effectively, the supervisor must possess broad knowledge of both a general and professional nature and be able to translate that knowledge into skillful practice. At appropriate points in this book, you will encounter further discussion of the knowledge and skills essential to instructional supervisors. People considering the job of supervisor might begin by taking a look at themselves. They should decide whether they possess the fund of knowledge and skills required by the job. Prospective supervisors should ponder whether they have the personality for dealing with teachers in a supervisory capacity. They should know whether they enjoy working intimately with people in a helping relationship. A beginning point in

supervision is the determination by the prospective supervisor of his or her adequacy to fill the roles demanded.

It can be summarized that supervisor is a trained auxiliary or staff person whose primary function is the provision of service according to a conceptual model. The roles of supervisor are the coordinator, consultant, group leader, and evaluator within the domains of instructional, curricular, and staff development. The supervisor should possess personal traits that will enable him or her to work harmoniously with people and sufficient knowledge and skills to perform all functions effectively. Leadership, interpersonal, and communications skills appear to be especially important to successful supervision. Supervisors should possess a judicious mix of technical, managerial, and human relations skills.

### 2.3.7 Collaborative Supervision Performance

Supervision is a task which conducted by the administrator to cooperate with the organizational staff to promote an effective development of the work. Therefore, supervision is a ground and trend in providing the organizational personnel to meet the stipulated goal. It is an aid that is given to improve the working situation better using five basic skills such as (1) skills in human relations, (2) skills group process, (3) skills of leadership, (4) skills of management, and (5) skills of evaluation (Kimbal Wiles : 1983)<sup>81</sup>. The supervisory performance is vital to interaction occurring between administrators and teachers. It is an effective model for displaying performance used in a decision-making process. These decisions can be made at any type of organization, whether it is a school or business. Skillful and effective use of these performances can save time, money, and prevent unneeded friction between staff members.

Collaborative supervision is important because it synthesizes the concept of collaboration yielding an innovative approach to supervision. Collaboration is stimulating, rewarding, and productive; it adds a dimension to counseling supervision that may diminish the isolation sometimes perceived by interns. Counseling can be stressful, especially for the novice professional. The relational aspect of collaborative supervision can impart social support to the interns, thereby serving to alleviate stress.

Collaborative supervision exposes counseling interns to collaboration early in their careers, and they may choose to incorporate it in their professional work as counselors.

Collaborative supervision may allow for a broader and richer clinical experience for counseling interns and supervisors alike. Collaborative supervision permits a redistribution of the supervisory responsibilities that perceptually reduces the burden of the additional tasks associated with supervision.

Collaboration is an important concept noted in education literature (Hord, 1986)<sup>82</sup>, specifically as it pertains to school restructuring (West, 1990)<sup>83</sup>, the school counselors' role in educational collaboration (West & Idol, 1993)<sup>84</sup>, and collaboration as support for the research efforts of doctoral students (Burnett, 1999)<sup>85</sup>. Similarly, clinical supervision of counseling students is an important topic in the counselor education literature (Bernard & Goodyear, 1998)<sup>86</sup>. The effectiveness of various models and approaches to the supervision of counseling students (Goodyear & Bernard, 1998)<sup>87</sup>, an integrated approach to supervision using existing models (Nelson, Johnson, & Thorngren, 2000)<sup>88</sup>, and the effectiveness of large versus small group and individual supervision and combined group supervision (Ray & Altekruise, 2002)<sup>89</sup> are discussed in the literature. Silva & Dana (2001)<sup>90</sup> brought collaboration and supervision together and explored a model of collaborative supervision in the context of professional development schools and teacher education. However, little guidance was found in the counselor education literature synthesizing collaboration and clinical supervision of counseling interns.

Beryl Duncan Wilson and Vanessa Rozzelle (2005)<sup>91</sup> stated that collaborative supervision is a conceptual framework with structured decision making and problem solving. It is a dynamic, interactive, and relational process with mutually agreed upon goals. The process is marked by parity, individual and group accountability, trust and respect, valued expertise, conflict resolution, and a positive approach to confrontation.

Glickman and Tamashiro (1981)<sup>92</sup> described that there are three main types of supervision: directive, non-directive and collaborative. Directive supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. Therefore in such a context, the role of the supervisor is to inform, direct, model, and assess those competencies. Such supervision is perhaps best applied to the novice teacher who needs more guidance. In contrast to this, is non-directive supervision which is based on the premise that learning is basically a private



experience and hence teachers must have the ability to conduct self-reflection and come up with their own strategies and solutions to improving their teaching and learning process. Here the supervisor's role is to listen and not be judgmental. Finally, collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. Here the supervisor's role is to be an active member of the interaction process and guide the problem-solving process and help make teachers make decisions on their common problems.

Glickman, Carl D. (2001)<sup>93</sup> mentioned that the supervision performance consists of 10 performances. They are: listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing. Each performance is clustered into important subgroups. These subgroups are: nondirective, collaborative, directive information & directive control.

#### **Nondirective Supervision**

There are occasions when nondirective supervision is the option available to administrators that best fits the scenario. In the case of supervising the teaching staff based on nondirective supervision strategies, administrators have important decision-making tools at their disposal.

The nondirective supervision method is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act for his or herself. Using this strategy of leadership, the administrator understands that in this case, the teacher knows best, and it is up to the administrator to guide the teacher through the critical thinking process so that the teacher makes the decision on his or her own. The supervisor does not interject his or her own ideas into the discussion unless specifically asked. All verbalizations by the supervisor are intended as feedback or to extend the teacher's thinking; they do not influence the actual design of the decision. In this case, the administrator or supervisor is acting as a guide; asking leading questions, probing the teacher for in-depth thought and analysis, and, ultimately, offering very little, if any, of his own ideas or answers.

Similar to the strategies used between an administrator and an individual teacher, the use of the nondirective approach can be a vital tool when used in a group setting. Again, while the administrator's role is to lead the group in the critical thinking and/or decision-making process, he does not offer his own ideas or suggestions to the group unless he is asked directly to do so. In a group setting similar to the one mentioned above, the administrator would begin by listening to group members discuss their perceptions of the group issue. The administrator would encourage all the members to express themselves and would constantly clarify and reflect on what they were saying. Once the problem had been discussed, the administrator would ask the group to problem solve by asking each member to propose possible new actions.

In a setting where an administrator is part of a small group of teachers, his job is to listen, keep the group focused, clarify and reflect, and ultimately, supervise as the group solves the problem or makes a decision on their own. As with using this strategy with individual teachers, the end result within the group setting is to place the role of improving instruction back with the teachers.

Unfortunately, the nondirective approach does not always work as planned. In many cases, teachers and/or groups may be perfectly capable of making sound decisions on their own, but for a variety of reasons do not respond well to the nondirective approach. In this case, it is up to the administrator to explain his use of such an approach, discuss its significance, and describe what is expected. In certain cases, it may be up to the administrator to offer additional support, work on building trust, and continue to work with the individual or group in an attempt to build the trust and teacher self-confidence that is necessary for teacher-driven instructional improvement.

### **Collaborative Supervision**

Collaborative approaches play an integral part in supervision. These techniques consist of: problem solving, negotiating, and directing, and are used in combination with the opinions of both the teachers and the administrator in order to come up with ideas on how to solve organizational problems.

Negotiations come in to play when possible solutions to a problem can be identified. By asking the question, *where do we agree with each other?* teachers and

administrators can use negotiations explore the consequences of proposed actions and narrow down available options.

Negotiations take place after problem solving. The main goal of problem solving is to list all possible solutions to the problem at hand. During problem solving, the administrator takes the initiative in deciding upon solutions.

Directing is the third approach to the collaborative process. While using the directing approach, an administrator lets the teacher know what options are available. The administrator may also ask the teacher which option makes the most sense before that administrator makes a decision on which action is to be taken.

These three tactics, problem solving, negotiating, and directing, are all part of the supervisory behavior continuum. Each is used in an attempt to tackle a problem as efficiently as possible.

Collaborative approaches are important for dealing with both individuals and groups in classroom and organizational settings. Performances with individuals should involve frank, open, exchanges of ideas. During a discussion between an administrator and a teacher, disagreement is encouraged so that a mutual concession can take place. A mutual decision is very important for a course of action that is to be taken. As always, a collaborative approach requires a great deal of negotiating. During the process, the administrator should clarify the problem and listen to the teacher's perception of the problem as well. The administrator should also restate what the teacher has said so as to verify it, and then the administrator should state his or her opinion of the situation. Next, the two individuals can discuss the options that can be negotiated to find a solution. These are important collaborative approaches to use with individuals.

Group approaches are slightly different than individual approaches. Whereas in a situation with a single teacher and an administrator, consensus is often easier to achieve, it is more difficult within a group setting. Lack of consensus in a group environment can be remedied through the use of majority vote. The chief difference between interaction with individuals and interaction with groups is that more time must be given to discuss everyone's view of the problem and to discuss everyone's suggestions for solutions.

When collaborating, it is important that each person is treated equally, thus ensuring that people feel more comfortable sharing opinions in front of the group. Another

key to collaboration is to make sure that ideas are weighed according to their merits and not based on the power of any individual. The administrator must make sure that a teacher is not purposefully giving in to administrative pressures or power. If this occurs, the administrator should make it known to the teacher that this can harm the collaborative effort.

#### **Directive Informational Supervision**

Directive informational supervision is used to direct teachers to consider and choose from clearly defined alternative actions. The supervisor still acts as the information source, but asks for and considers teacher feedback. Supervisors are also careful to allow for several alternative actions for improvement to be implemented by the teacher that fall within a set of criteria established by both parties.

It is important to understand that the establishment of alternative choices to correct actions is the distinguishing difference between directive control and directive informational supervision. These alternatives can be defined by both parties through interaction and feedback. The administrator is still the source of defining the goals and suggesting the practices, but the teacher is asked to make a final decision on which practices would derive the most benefit. It is important that the teacher is allowed to exercise some control in this process.

As with the directive control approach, administrators establish themselves as the people with the expertise to solve the problem. Both parties must share confidence in the knowledge being assimilated in order to solve the issue. If the suggestions agreed to fail to make a difference in accomplishing a goal, it may be easy for the teacher to fault the knowledge base of the supervisor. Therefore, it is necessary for precise language to be used. While allowing for teacher feedback when deciding the best course of action, an administrator must be clear on not only the plan of action but also the necessary procedural steps that need to be taken in order to accomplish the joint goal.

This approach can be taken when a teacher is functioning at a low level and an administrator feels he/she has adequate knowledge to help a teacher with a lesser understanding about an issue, or when time constraints demand concrete action is taken. Administrators must be willing to take responsibility for what the teacher attempts. This, after all, is a problem that they helped define. Certainly, this approach is best when the person in

authority is thought to have credible knowledge to solve the problem, and has the trust of the teacher as a reasonable person to take advice from in the situation.

#### **Directive Control Supervision**

Directive control supervision is used to clearly transmit supervisor expectations to teachers. Using this method is necessary when a supervisor feels the need to be forthright with an employee, overcome opposing authority issues, or has pressing time considerations.

This approach is important and necessary when dealing with difficult personnel situations. It is usually used when the supervisor feels he/she has greater knowledge and expertise than the other party. It places an emphasis on the authority and weight a supervisor carries in their role. By using this approach, leaders are convinced they have a solution to an issue, but it also places a great deal of pressure on them to support their decisions. The responsibility to follow through falls squarely on the supervisor if the expectation level is not met by the employee.

This supervision performance should be used in limited situations by an administrator in a school setting. First, it should be used when teachers are functioning at low levels or lack an awareness to act on an issue of importance to students, school, or community. Second, it may be used when there is little desire for teacher involvement. These issues may include budgeting or scheduling. Third, it can be used when the administrator will be immediately held accountable for an action.

Directive control performance can be risky if it becomes overused. It places a great deal of responsibility on the decisions made by the supervisor and the expertise of one person. Overuse may also lead to the development of adversarial relationships among the administrator and staff members. Instead, a supervisor should attempt to use this approach only when circumstances warrant little choice.

The steps of collaborative supervision to follow are (a) identify a partner or partners interested in collaborative supervision; (b) contact the local counselor education program and become an approved site; (c) identify the criteria for selecting the interns; (d) identify the goals for the supervision experience; (e) become familiar with requirements and guidelines of the sponsoring educational institution, looking to adapt them to the work setting; (f) create a structure for the counseling practicum; and (g) implement the

plan paying particular attention to the characteristics that mark collaboration such as trust, respect, and effective communication.

Collaborative supervision had outcomes beneficial for the interns and clinical supervisors. The interactions and relationships between interns, between supervisors, and between interns and supervisors were strengthened through collaborative supervision. The interns' and supervisors' multicultural competencies were reinforced.

From the literature mentioned above, it can be summarized that collaborative supervision performance is a conceptual framework with structured decision making and problem solving. It is a dynamic, interactive, and relational process with mutually agreed upon goals. The process is marked by parity, individual and group accountability, trust and respect, valued expertise, conflict resolution, and a positive approach to confrontation. Collaborative supervision performance is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. There are three main types of supervision: directive control & directive information, non-directive and collaborative.

*A directive control* approach occurs when the administrator takes a primary responsibility for a decision. The decision is made by the administrator, who then gives the teacher a time frame in which the task is to be completed.

*A directive informational* approach allows the teacher to choose from a couple of different options. The administrator tells the teacher what his or her options are and then allows the teacher to pick one from the list. Then the administrator gives the teacher a time frame in which the task is to be completed.

*A nondirective* approach allows the teacher to take control and come up with his or her own solution to a problem. The administrator actively probes to get the teacher to come up with interesting and effective ideas.

*A collaborative* approach is effective for garnering a decision supported by all. During a collaborative approach, all parties are encouraged to share their opinions of the problem and how to solve it. The goal is to reach a decision by treating everyone as equals.

Understanding and utilizing the supervisory performance allows an administrator to both motivate teachers to improve instruction, and to provide choices to teachers in an effort to help them motivate themselves. As with any organizational setting, in schools it is important for administrators to be able to match the various supervisory strategies with differing teacher characteristics. Ultimately, it is the use of the strategies outlined within the supervisory performance that allow an administrator to decide the most appropriate interpersonal approaches to use with his or her staff in an attempt to drive the decision-making process, deal with the everyday issues occurring at the workplace, and ensure that solutions are reached within the organization.

**In the present study, the collaborative supervision performance** refers to the supervision on the basic assumption of Glickman, Carl D. (2001)<sup>94</sup> which comprised of ten performances i.e.

- (1) Listening : Listen problems as seen by the teachers.
- (2) Clarifying: Clarify the teacher's perceptions and realistic information.
- (3) Encouraging: Encourage the teachers to teaching strengths.
- (4) Reflecting: Reflect the teachers to verify their personalities and teaching styles.
- (5) Presenting: Present and demonstrate the teaching innovation for developing of the effective teaching & learning process.
- (6) Problem solving: Exchange suggestions and open discussion among teachers about the problem and its possible solution.
- (7) Negotiating: Agree to a final plan.
- (8) Directing : Direct teachers to consider and choose from clearly defined alternative actions.
- (9) Standardizing: Standardize the reaching agreement over the needs for future improvement.
- (10) Reinforcing : Reinforce the teachers to increase knowledge and skill in a specific area for the effective teaching.

