Five year study of the program of supervision at Atlanta University

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FIVE YEAR STUDY OF THE PROGRAM OF SUPERVISION
AT ATLANTA UNIVERSITY

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

BY
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SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1968
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CHAPTER I
INTRODUCTION

Rationale. --School curriculum has changed more in the past ten years than in any other decade of our national history. Many of these changes, however, have not been based on sound pedagogical theory. Most recent reforms in education have been due not to new psychological discoveries but to social and political pressures and to widespread discontent with our educational system.¹ Among the recent changes in education has been the emerging role of the supervisor.

In the procession of supervisory officers there is an evident progression from lay agents to professional ones. This was accomplished through the addition of new subjects in the curriculum, principally in the elementary school.²

"Supervision at each stage of its development involved intimate personal contacts with teachers, which required the utmost in tactful management. As a result, some supervisors undertook the role of 'consultant'. Instead of pressing their views on teachers, they let it be known that their skill and experience were available to teachers on request."³

The above approach to supervision resulted from the more recent involvement of all members of the professional staff in curriculum decision


³Ibid., p. 565.
and implementation.

"The trend toward participation of the total school staff in administration and supervision opens up new and promising vistas of power in the continuous improvement of the quality of education."¹

"Supervision is an old concept with new meanings. In its broadest sense supervision means improvement of instruction. The alterations in teacher education programs and upgraded certification standards have been responsible for the new look in supervision. No longer can supervisors assume that teachers are ignorant of basic pedagogical facts. This increase of knowledge has mandated a new approach to supervision."²

As teachers have become better trained and more professional, so too have supervisors. For the most part certification standards have tended to hold supervisory personnel at higher levels of preparation.

If the purposes of supervision are to be achieved, certain conditions must be met. Inherent in these conditions is the extent to which supervisors are trained to assume the vast role of improving the instructional program. The supervisor must be objective, democratic, systematic and creative.

While both the democratic and scientific concepts of supervision have important values, neither can perform its greatest service without the other. Democratic supervision needs scientific method in order to

¹Paul Woodring, op. cit., 286.

attain its best results. Creative supervision provides a situation in which each teacher can grow through the exercise of his abilities under expert professional guidance.¹

The supervision of instruction is not an end in itself. It is of value only as it functions to promote more effective growth for staff members and provide a better learning program for children. A democratic, professionally stimulating atmosphere must be established to promote freedom to express ideas, freedom to talk about problems that exist in the school, freedom to plan ways to study those problems, and freedom to experiment with new ideas, materials and techniques.

"The supervisor of instruction plays a major role in the improvement of the educational program. Each aspect of supervision should give attention to such curriculum problems as developing materials, utilizing community resources fully, capitalizing on parent and lay resources, and developing sound curriculum-planning procedures."²

"One of the major responsibilities of supervisory personnel concerns the continuous evaluation of curriculum improvement as the school staff works toward desirable changes in behavior and attitudes, the development of necessary knowledges and skills, the functioning of these knowledges and skills in problem solving and economy of time and effort


There are five specific areas in which the supervision of instruction work to improve the total curriculum: (1) human relations, (2) materials and resources, (3) community and public relations, (4) professional staff development, and (5) improvement of instruction.

The assumption then, is that supervisors must be experts in the areas of curriculum improvement, teacher education, teacher evaluation, cooperative planning, group dynamics and leadership, formulating educational goals and evaluating the instructional program.

Evolution of the problem. —Federal aid to education has, during the past five years, increased tremendously the number of supervisory positions in public education. The increased demand for supervisors has attracted many students to pursue advance degrees and certification in supervision. Many of the Atlanta University matriculants have been placed in these roles.

The writer has been a part of the program in supervision at Atlanta University and has served in the capacity of supervisor for one year. The responsibilities involved are multiple and complex.

The extent to which the Atlanta University program in supervision is meeting the demands of educational systems of supervisors, facilitated a desire to do this study.

Supervision involves co-operative efforts to facilitate teacher growth that ultimately results in greater proficiency. The supervisor must be skillful in his efforts to help teachers help themselves.

1Ibid., p. 374.
He must be knowledgeable of the objectives of the curriculum and the theories underlying the teaching-learning process.

The supervisor must acquire knowledge of the dynamics of human relationships, professional experiences and specialized education that would equip him to work successfully with teachers, parents and administrators.

While supervisory roles and functions may vary greatly, there seems to be a need for some basic understandings and skills that each supervisor must acquire. What are candidates for positions in supervision seeking?

**Statement of the problem.** --The problem involved in this study will be to ascertain whether the program in supervision at Atlanta University has met the needs of its degreed and certificated candidates between 1962 and 1967.

"Graduate programs in supervision, based on real needs of students, that are developed by a faculty sensitive to these needs, are largely responsible for good supervision which expresses itself in service to teachers."¹

According to Muriel Crosby, Assistant Superintendent of Wilmington, Delaware Public Schools, "students in supervision want practical experiences in supervision; invite interaction with experienced supervisors to share their problems and working relationships; actual

experience in the classroom as a supervisor, as in the case of student teaching; knowledge and information with equal time devoted to the skill of working with people."¹

The problem of meeting University standards, state certification requirements, system imposed responsibilities, individual needs and a changing society's demands encompass much to be considered by institutions offering a program in supervision.

Contribution to educational knowledge. --It is the writer's hope that this study has (1) revealed an unbiased picture of the extent to which the supervisory program at Atlanta University, has met, in the last five years, the needs of its matriculants (2) disclosed the varying roles assigned to supervisors by their employing agencies and the degree to which these task are accomplished (3) resulted in recommendations to the Atlanta University School of Education, based on findings from this study.

It is not anticipated that Atlanta University will undertake to change or alter its program in supervision but rather, will consider the recommendations as an outgrowth of the research.

Purpose of the study. --The general purpose of this study was to determine the effectiveness of the program in supervision at Atlanta University. This study accomplished this general objective through the following objectives:

1. Identifying those graduates of Atlanta University from 1962

¹Ibid., p. 14.
through 1967 who are now serving in supervisory roles.

2. Ascertaining the educational levels of these supervisors.

3. Identifying and describing the various roles and functions
   the subjects engage in.

4. Determining the opportunities provided the subjects to per-
   form supervisory functions.

5. Determining to what extent the program in supervision at
   Atlanta University provided the subjects with skills and
   knowledge to operate effectively.

6. Determining what kinds of learning experiences these subjects
   need which was not a part of the supervision program.

Research procedure. --The following procedural steps were used in
this study:

1. Surveyed the literature relative to this study.

2. Selected subjects for distribution of questionnaire.

3. Constructed and distributed questionnaire.

4. Compiled and analyzed data from returned questionnaire.

5. Interpreted data.

6. Presented findings, conclusions, implications and recom-
   mendations in the completed thesis copy.

Methods of research. --The descriptive survey method of research
was utilized in this study.

Description of instruments. --The instruments used in this study
was a questionnaire, designed by the writer, and certain University
records.
Subjects. —The subjects used in this study was Atlanta University graduates of the program in supervision from 1962 - 1967, who are presently employed in supervisory positions.

Locale of the study. --This study was conducted at Atlanta University from May 10, 1968 through June 20, 1968.

Survey of related literature. --The literature pertinent to this study was examined with the following points of view:

1. The current views of educational authors regarding modern concepts of supervision
2. The functions of supervision

Supervision, one of the oldest forms of educational leadership, is currently one of the most controversial. The controversy results in part from the conflicting concept of supervision being an administrative function rather than one to improve teaching-learning situations and aid the implementation of the instructional program. For purposes of this study some of the newer concepts of supervision follow:

"Supervision is an old concept with new meanings. These new meanings and how they are understood influence the quality of instruction in today's schools, for in its broadest sense supervision means the improvement of instruction."\(^1\)

1 Instructional leadership implies supervision of instruction, and supervision implies teaching improvement. However, the term supervision in education means helping teachers with their many problems and guiding

\(^1\)James Curtin, *op. cit.*, p. 3.
them in the continuation of their in-service education.¹

"Supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectations of education.

This definition is based upon three assumptions: (1) Supervision is a phase of administration (2) Supervision is that phase of administration which has particular pertinence for the expectations of teaching and learning activities and (3) Supervision is concerned with the selectivity of instructional expectations."²

"In the historical development of supervision, the weight of evidence is clearly in favor of supervision and supervision helping personnel to improve the teaching-learning situation creatively."³

Each of the references used for this study defined supervision as a role designed to help teachers improve the quality of instruction. Such terms as "teachers of teachers," "improvement of instruction," "encourager of individual initiative," "improvement of teachers in service," and "improvement of the act of teaching" were used to define supervision but in essence each definition has the same basic meaning.

With little regard for multiplicity of duties and functions, the


The functions of the supervisor, according to Gwynn are:

1. "The responsibility to give individual help to the teacher.

2. The responsibility to co-ordinate and make available to all personnel the instructional services of the school.

3. The responsibility to act as a resource person for the superintendent and other administrative personnel, as a special agent in training teachers in service, and as an interpreter of the school and its program both to school personnel and to the public."\(^1\)

These responsibilities are limited in scope and do not include many other functions that are inherent in supervision. They do, however, include the major function of teacher training.

Glenn Ewe says this about the functions of supervision: "The contributory and supportive functions of supervision include those policy determinations and implementations that deal with the improvement of the instructional program. Supervision is a function rather than a person."\(^2\)

Supervision would vary, to some extent, from one school to another,

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because of community, staff and financial differences. Nonetheless, some general functions are usually a part of each supervisory program. Examples of such functions are:

1. "To provide teachers with a variety of instructional materials.
2. To provide teachers with sufficient time to carry out their roles in improvement of instruction.
3. To further the experience of teachers with democratic processes."¹

James Curtin includes these as basic functions:
1. "To prevent the situation or person from remaining constant in the change-process.
2. To avoid making self the dominant situation element that affects staff members."²

Still another source lists the following functions as pertinent in a supervisory program.
1. "To aid the teacher and principal in understanding children better.
2. To help the teacher to develop and improve individually and as a co-operating member of the school staff.
3. To assist school personnel in making more interesting and effective use of materials of instruction.
4. To help the teacher to improve his methods of teaching.
5. To make the specialized personnel in the school system of maximum assistance to the teacher.

¹Muriel Crosby, op. cit., p. 18.
6. To assist the teacher in making the best possible appraisal of the student.

7. To stimulate the teacher to evaluate his own planning, work and progress.

8. To help the teacher achieve poise and a sense of security in his work and in the community.

9. To stimulate faculty groups to plan curriculum improvements and carry them out co-operatively, and to assume major responsibility in co-ordinating his work and in improving teacher education in service.

10. To acquaint the school administration, the teachers, the students and the public with the work and progress of the school.  

There are factors that are essential to the functions and success of supervision and contribute to the variance in role and responsibility.

"The functions of supervision are contingent, among other things, upon the objectives of the school. Objectives cannot be ordered by catalogue number but must be developed to fit the peculiar characteristics of the specific school. The nature of the children, the kinds of homes from which they came, the community environment, the qualifications of the staff, the nature and adequacy of the instructional facilities

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A second major factor influencing the supervisory functions in a school program is the style of the leadership. Leadership, be it administrative or supervisory, is classified into three types: (1) autocratic (2) laissez-faire and (3) democratic. Each affects the curriculum in a different way and develops through different techniques and procedures, the educational activities of the school.

"The autocratic educational leader bases his activities of the school upon the authority of his position. The educational leader cannot be an autocrat. He determines the supervisory activities which are to be instituted, formulates the plans for carrying them into effect and directs the activities of the teachers concerned. He is not interested in teachers' using their own initiative in planning and carrying on the activities of the group, believing he is more competent to determine procedures. An autocratic supervisor is usually one who substitutes the authority vested in his position for leadership ability."²

"Authoritarian leaders tell people what to do and sees that they do it. Authoritarian leaders give many disrupting and upsetting commands. He makes decisions, chiefly without consultation and pressures his staff to do what he determines they should. Authoritarian leadership though productive, creates a climate that results in behavior that is hostile.


and aggressive. Typically it is directed toward another group member but often towards a scapegoat or the leader. The leader is often independent, aggressive towards staff members and outsiders, and individualistic.¹

"The laissez-faire educational leader leaves the responsibility for improvement completely to the teachers. He makes no effort to promote group planning. He may talk with teachers about improving the curriculum or some other aspect of the school, but he does not make any decisions or help the group to arrive at their own decisions. Because there is no supervisory leadership, there is no group to plan a program for improvement. Teamwork and unity are lost, there are no goals and no sense of personal achievement, and the tendency is to let matters drift."²

"The laissez-faire leader tends to drift and allow conditions to drift in any direction. He thrusts too much responsibility upon the staff members. He sets no goals, makes no decisions, and does not help the group to make decisions. As a result, the staff feels no sense of personal achievement. The lack of direction causes frustration, failure and insecurity. A group under this type of leadership is worse off than than groups under the other two types."³

²Harl Douglass, op. cit., p. 12
The democratic leader makes every effort to allow the group to share in work planning and scheduling. He explains his reasons to the group when he must make a decision alone. He wants every member to understand his work and to enjoy success in it. Praise on the one hand and criticism on the other are given in terms of the results of work, not in terms of the leader's personal likes and dislikes.

"Every member of the staff has a sense of belonging and enthusiasm for his work. Teamwork is evident, and members grow into positions of greater responsibility. There are fewer personal problems, and the educational leader has more time to devote to planning and constructive leadership."\(^1\)

"In democratic leadership the leader attempts to become one of the group and to work with his associates in their common goals. He operates on a somewhat equalitarian philosophy and strives to build group spirit, group cohesiveness, group determination of goals and cooperativeness in achieving the common goals."\(^2\)

Of the three styles of educational leadership, only two have pertinence for success in the school's curriculum, the autocratic and democratic leadership. The establishment and maintenance of a good program depend on many factors, but perhaps more crucial is the climate that prevails throughout the administration and supervision of the programs of

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\(^1\) Ibid., p. 352.

the school.

While the autocratic leader is productive, the negative behavior that results seem to give priority to democratic leadership that ultimately results in production, positive inter-staff relations and excellent public relations.

A third factor influencing the functions of supervision is the educational preparation for leadership. An individual may possess innate characteristics or qualities of leadership, nonetheless he must receive academic and professional training to equip him to direct the learning experiences of others.

"The basic preparation for an educational leader consists of four years of undergraduate academic and professional education and at least one year of graduate work. The academic preparation should be broad, general education for the purpose of producing a well informed person rather than a specialist. Courses in methods of instruction, human growth and development, guidance and counseling and school administration should give insight into the work of a teacher, the development of human beings, and the organization of a school.

"Courses in the principles and techniques of supervision are obviously a vital part of the supervisor's preparation. The leader should also have courses in research methodology, not only to be able to conduct his own research but to guide teachers in group research activities.

"The leader's educational preparation does not end with the attainment of degrees or the completion of courses. He should continue his education by reading and study and by attendance at workshops, seminars,
conferences and conventions concerned with the work of supervisors."¹

Whether in supervision or other specialized fields in education, the graduate student usually has certain clearly identified needs and some motivation in satisfying his needs.

The supervisor usually works with adults and must therefore acquire some knowledge and skills for working with them effectively.

"In a recent survey of the status of education for supervision, an examination of the offerings listed in college catalogues of 238 state supported institutions revealed that provisions for the education of supervisors over the country has vastly improved from a quantitative to a qualitative point of view. In this survey, it was reported that 25 percent of our colleges and universities are providing an organized program of education for supervisors with a planned sequence of courses and experiences."²

The methods involved in the training of supervisors vary from one institution to another. The training, presumably, reflects the philosophies of the university, the experience of the trainers and the leadership ability of the trainee possesses. In either case, some actual field experience would be of value to the trainee.

"A popular and practical design for the program of preparation is the internship. The candidates should have opportunities to work with other school leaders in the study of problems of common interest. The candidate would be employed full time as a supervisor while enrolled at

the University for the internship. There should be regular meetings with
the university for help with personal problems, evaluation of supervisory
activities, and for planning new learning experiences.1

It should be emphasized that the internship is only one method by
which candidates in programs for supervisors receive exposure. They
should, however, engage in some university directed activities at the
school level. Directed or non-directed exposure cannot guarantee instant
success in a supervisory position.

In-service education for teachers has been the focal point in recent
years toward teacher improvement. The idea might well be carried over to
supervisory personnel for certainly the most well planned program in
supervision cannot equip each candidate with sufficient knowledge and
skills to be certain of expertness.

In-service for supervisors may take one of several forms that are
currently implemented in each of the 50 states of the United States. A
brief description of some of these programs follow:

"In Bloomington, Delaware, extension courses are offered on week
nights and Saturdays both on campus and at 10 extension centers through-
out the state under the direction of Indiana University.

"Workshops and short conferences each year are offered throughout the
nation for supervisors and administrators. These in service activities,
both university and school system sponsored, are more prevalent in
summers.

1William Lucia, John McNeil, Supervision A Synthesis of Thought
Regional study groups meet regularly in the state of Virginia. These are sponsored by the School of Education, University of Virginia and its staff acts as advisors.

Harvard University sponsors an Advanced Administrative Institute but limits its enrollment to invitees only.

The University of Miami works with Dade County Public Schools in a series of self-study practicums. The leadership for each self-study practicum is vested in the school principal, with a university and a county school supervisor acting as consultants.

Many universities in direct environs of a large city district, cooperate with the public school systems to provide seminars that often offer graduate credit. 1

Recent years have seen the emergence of several graduate programs designed especially to develop and extend leadership qualities in supervisors and administrators. Among these are (1) The West Virginia Program for the education of supervisors (2) The Georgia Intern Program for supervisors and (3) The Kentucky Experiment in Teaching Educational Administration. 2

A promising characteristic of supervision today is the widespread concern for the improvement of the quality of leadership, be it at the pre-service or in-service level. Evidence of this concern is manifested

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in the efforts of university personnel to upgrade the programs in supervision so as to provide opportunity to acquire those basic skills and competencies required for successful operation.

"This concern for the competence of supervisors and curriculum workers is, of course, a part of a wider concern for the competence of all members of the teaching profession, but especially for the skill and insight of persons in leadership positions."¹

"Because vastly greater numbers of working supervisors need the help of professional resources than do the smaller number of those who will be new to the job each year, cooperating programs for supervisors in service have been established. These programs offer training especially designed to meet needs over and above the traditional degree requirements."²

They are geared to give attention to specific needs of individual supervisors based on competencies sought and skills needed for effectiveness. These programs are usually at graduate level and include special research projects that allow the enrollee to demonstrate his knowledge and skills in his area of specialization.

One such program is sponsored by the School of Education at Atlanta University each summer. The course is organized in the form of a workshop and is designed for supervisors and administrators both presently


employed and aspiring to become certified in this area.

The workshop is conducted by one university professor and two invited consultants (one in supervision and one in administration). The atmosphere permits verbal interaction and freedom of expression relevant to problems, experiences and current practices in administration and supervision.

"The workshop for principals is designed to provide a period of intensive in-service preparation for the principalship of either the elementary school or the secondary school or both. It is designed to provide comprehensive and intensive training through individual group projects, readings in related literature, reviews of pertinent research, individual reports, panel discussions, staff presentation, and the projection of programs of action for the local situations of the principals in the group."¹

The initial workshop in supervision offers "individual and group guidance in the study of child growth needs, teacher competence, elementary school programs, and supervisory skills in organizing and guiding teachers and community programs to meet these needs."²

While the enrollment is combined, the two areas are given specific attention throughout the workshop and the separation is evident only in small group projects related to either supervision and administration. Each area, as a result, profits from the contributions of the other in


²Ibid., pp. 173 - 174.
terms of broadened concepts, knowledge and skills.

Since there is an overlap in administrative and supervisory functions (Namely, the administrator has supervisory responsibilities and vice-versa), and in many instances the administrator is the only supervisory officer available, the workshop offers an invaluable opportunity to acquire skills and knowledge in two areas in one summer's course. Too, the participants are provided the benefit of instruction in two areas with financial responsibility for only one. While the course was not designed for economy for participants, this feature has merit and implications for extended preparation of the supervisor and administrator.

In addition to the training referred to in quotes one and two, page 19, the workshop includes: (1) well known consultants in the two specialized fields (2) field trips to appropriate school plants to observe current innovative programs in action (3) follow up activities related to visitations and observations, and (4) a complete written report of the workshop including reports of small groups, committees, staff presentations, field trips and recommendations to the workshop staff.

In general, preparation of supervisors should be broad and comprehensive and should likewise be continuing throughout the in service period. "The supervisor who leaves the professional school with immediate proficiency in a number of techniques associated with supervision but who lacks the inquiring qualities of a student of education is not likely to grow as a director of learning."  

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1Willam Lucia and John McNeil, op. cit., pp. 56 - 57.
CHAPTER II

Organization and Treatment of Data. —The data collected for this study were used to determine the effectiveness of the program in Supervision at Atlanta University for a period of five years.

The questionnaire was designed to solicit, from those persons completing the supervisory program, reactions regarding skills, knowledge and competencies acquired as a direct result of their studies while enrolled in Atlanta University. An effort was made to encompass most, if not all, of the criteria which are applied before an individual completes the requirements for certification and/or the master's degree in supervision.

The respondents were all of the individuals who were certified as supervisors and curriculum directors and trained at Atlanta University from 1962 through 1967. The files used to identify the respondents were obtained from the Georgia State Department of Education's Office of Supervision and Curriculum Development and the office of Jeanes Curriculum Director.

A small percentage of the graduates between 1962 and 1967 were enrolled in supervision and thus provided a small population with which to conduct the study.

The entire population consisted of 30 individuals who actually completed the requirements for a degree and/or certificate in supervision. Of the thirty to whom questionnaires were sent, 24 responded which was 80% of the entire population. Five of the addresses did not respond and one returned the questionnaire stating he/she "did not feel
qualified to respond."

The system used for analysis and interpretation of the data is the product evaluation technique. Product evaluation usually means evaluation of achievement which cannot be expressed in terms of language, words or mathematical symbols. For instance, in driver education, the most direct expression of the student's ability to perform the skills taught and his acquisition of technical knowledge is in the form of having him drive, then evaluate his performance or product (driving) against the objectives. The same would be the case of one's ability to play a piano.

Since it was not possible to employ observation techniques to determine the products of the respondents as they performed their educational tasks, the results of the study reflect the memory traces of the respondents and the extent to which their experiences, which at Atlanta University, influenced their professional careers.

The respondents were asked to rate the level at which they felt the School of Education provided them with skills and knowledge to perform supervisory task effectively. The system of product evaluation used for this study reflects the extent to which the respondents actually identified and rated those experiences at the University which have been carried over into their present professional roles. Only one respondent did not have a supervisory position. The study is confined to ultimate effects, thus all respondents have been treated as one group and the product evaluations have equal weight.

Conventional procedures and devices for the systematic recording and analysis of data of this kind are classified into four categories:
(1) rating scales; (2) rank-order methods; (3) forced-choice techniques; and (4) paired-comparison methods. For purposes of this study the rating scale method was employed, since rating scales are said to give results which are as reliable as those obtained by other methods. Since rating scales are heavily dependent upon memory, and the study depended upon memory traces, the rating scale technique seemed appropriate and, hence, was selected.

The subjects were asked to respond to phrases which were descriptive of certain skills and knowledge which would be appropriate for use in supervisory roles. Each was asked to rate these phrases within a closed range consisting of "greatly", "little" or "not-at-all" valuations. This closed range gave each statement equal weight.

The questions contained in the questionnaire did not have the same closed range as the statements. They required a word answer and thus reflected a wider range of thought and opinion. The responses were grouped in similar categories and presented under the appropriate heading.

Analysis and Interpretation of Data. --Perhaps the most significant characteristic of the data collected is the fact that the respondents gave relatively high ratings to the program in supervision. Analysis of Table 1, page 26 reveals that 8 out of 10 items were rated 2 to 1 as greatly improving their knowledge in the area of supervision. Analysis of the data begins with the basic conclusion that the respondents regard their participation in the supervisory program as greatly improving their knowledge.

Analysis of the data presented in Table 2, pages 27-28, reveals that more than half the respondents rated 22 out of 25 items as having greatly improved their supervisory skills. The respondents rated items
TABLE 1.--Responses of graduates to the general question "to what extent did your participation in the program in supervision at Atlanta University improve your knowledge in the area of supervision?"

<table>
<thead>
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<th>Question</th>
<th>G</th>
<th>L</th>
<th>N</th>
<th>Total</th>
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</thead>
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<td>1. Knowledge of the criteria for evaluation of educational activities</td>
<td>17</td>
<td>6</td>
<td>1</td>
<td>24</td>
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<td>2. Knowledge of the scientific bases for evaluation of the educational program of a school or system</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>24</td>
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<td>3. Knowledge of methods of attack relevant to the kinds of problems of concern to authorities in professional education</td>
<td>15</td>
<td>8</td>
<td>1</td>
<td>24</td>
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<td>4. Knowledge of the current views and concepts in the area of supervision</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>24</td>
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<td>5. Familiarity with the criteria for judgement by which facts, principles, opinions and conduct in professional education are tested</td>
<td>9</td>
<td>12</td>
<td>3</td>
<td>24</td>
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<tr>
<td>6. Knowledge of current trends in education</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>24</td>
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<td>7. Knowledge of published research in the field of supervision</td>
<td>19</td>
<td>5</td>
<td>0</td>
<td>24</td>
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<tr>
<td>8. Knowledge of published literature dealing with supervision and curriculum development</td>
<td>19</td>
<td>5</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>9. Knowledge of the characteristics of growth and development at various stages</td>
<td>17</td>
<td>6</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>10. Knowledge of the teaching-learning process</td>
<td>18</td>
<td>6</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>

**TOTALS OF ALL RESPONSES**

|               | 168 | 65 | 7  | 240  |
TABLE 2. --Responses of graduates to the general question "to what extent did your participation in the program in supervision improve your supervisory skills?"

<table>
<thead>
<tr>
<th>Code: G=greatly; L=little; N=not at all; T=total responses</th>
<th>G</th>
<th>L</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Skill in observation of teachers</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>12. Skill in determining acceptable teaching styles</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>13. Skill in determining acceptable teaching behavior</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>14. Skill in appraisal of teaching plans and units</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>15. Ability to organize in-service activities for teachers and other professional personnel</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>16. Ability to conduct in-service training classes for teachers</td>
<td>9</td>
<td>12</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>17. Ability to appraise teacher growth</td>
<td>13</td>
<td>11</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>18. Ability to formulate objectives that are appropriate and attainable</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>19. Competence in evaluative techniques</td>
<td>15</td>
<td>9</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>20. Skill in developing appropriate materials and units of instruction</td>
<td>14</td>
<td>10</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>21. Skill in facilitating group cohesiveness</td>
<td>8</td>
<td>15</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>22. Skill in motivating teachers towards self-help attitudes</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>23. Ability to prod groups to action or decision</td>
<td>15</td>
<td>8</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>24. Ability to accept the suggestions of others</td>
<td>19</td>
<td>5</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>25. Keep channels of communication open by facilitating verbal interaction within the group</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>
### TABLE 2 (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>G</th>
<th>L</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Ability to let your final decision reflect objectivity of thought</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>27. Suggest or propose new ideas or changes in curriculum</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>28. Suggest or propose new or different ways of regarding educational</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>problems or situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Arranging school-community experiences</td>
<td>6</td>
<td>15</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>30. Evaluating school-community relations</td>
<td>11</td>
<td>10</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>31. Defining or developing rules for educational activities</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>32. Evaluating the school's curriculum</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>33. Developing interpersonal relationships</td>
<td>18</td>
<td>6</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>34. Skill in promoting attitudes of inquiry in teachers</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>35. Ability to relate to staff members effectively without emotional and</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>personal involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS OF ALL RESPONSES</strong></td>
<td>364</td>
<td>203</td>
<td>33</td>
<td>600</td>
</tr>
</tbody>
</table>
TABLE 3. —Response to the question "What is your major role in your present situation?"

<table>
<thead>
<tr>
<th>Code: G=greatly; L=little; N=not at all; Total=total response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>36. Approximately how much time do you devote to supervisory task</td>
</tr>
<tr>
<td>37. Approximately how much time do you devote to teacher growth</td>
</tr>
<tr>
<td>38. Approximately how much time do you devote to administrative functions</td>
</tr>
<tr>
<td>39. Approximately how much time do you devote to curriculum development activities</td>
</tr>
<tr>
<td>40. Approximately how much time do you devote to school-community related activities</td>
</tr>
</tbody>
</table>

TOTALS OF ALL RESPONSES 77 35 8 120

16, 21 and 29 as having little significance to their professional skills.

Table III reveals that all but one of the respondents spend a relatively high percentage of their time in supervisory functions. This being the case, each of the matriculants should have decisive opinions regarding an effective program in supervision, which provides a sound basis for careful consideration of the recommendations made in the study. The majority of the matriculants have professional experience ranging from 2 to 8 years. Their experiences should have provided a fair test of their training and acquired knowledge and skills in that length of time. This especially implies that those items that consistently received a little or not-at-all response should not be ignored.
The grand total of all "greatly" responses was 1,074; "little" responses totaled 387; and there were 71 "hot-at-all" responses. The grand total of all responses was 1,532. These categorized totals indicate an overwhelmingly favorable reaction to the supervisory program.

The remainder of this analysis and interpretation of the data is concerned with the detailed presentation of results of the ultimate effects of the Program in Supervision at Atlanta University.

The first ultimate effect dealt with in the questionnaire was the acquisition of knowledge, one element of the cognitive domain. The most common educational objective in American education is the acquisition of knowledge. This preoccupation with acquisition of knowledge is certainly more prevalent at the graduate level. Graduate students are asked to evidence their ability to function in the cognitive domain throughout their degree program. The proof of cognitive ability is evidenced when matriculants perform on national and oral examinations as well as other evaluative instruments.

Ten cognitive items were selected to be included in the questionnaire. These items dealt specifically with knowledge relative to supervision. These 10 items in no way limit or confine the acquisition of knowledge to just these. For certainly a graduate student's knowledge should be broad and diverse. These items, however, are confined specifically to supervision and are broad enough to cover many specific categories.

One of the major concerns, seemingly, of most graduate professors is the mastery of subject matter or acquisition of knowledge. In this connection, it is complementary to note that more than half the matri-
culant responses to the cognitive domain rated the items "greatly." The implication is that Atlanta University does meet most, if not all, of the cognitive needs of the matriculants in the program in supervision.

Despite this implication, however, it should be noted that a majority of the respondents (more than half) felt that they acquired little or no knowledge of the criteria for judgement for testing facts, principles, opinions and conduct in professional education (item 5, table 1, page 26).

It should also be noted that almost half of the respondents felt that they did not know the scientific bases for evaluating educational programs (item 2, Table 1, page 26). Nonetheless, this element of the study indicated that Atlanta University is quite successful in the area of cognition in the supervisory program.

The second domain dealt with is the operational domain. Operational domain refers to that which involves the formulation of objectives and experiences. In this study, it involves arranging for teachers and other professional personnel to have these experiences and to evaluate the experiences in light of the objectives. The data pertaining to these objectives are found in Table 2, pages 27 - 28.

A purpose of the school of education is to develop professional leadership in education. This purpose is more evident in the supervisory program since supervisory personnel are charged with responsibility for leadership. Those matriculants responding to the questionnaire maintained that this professional leadership is operationally achieved. The responses to the operational domain were: "greatly", 364; "little", 203; and "not-at-all", 33. Of a total of 600 responses, more than half of
the matriculants rated the 25 items as "greatly". The indication is that the supervisory program improved their operational skills greatly.

It should be noted, however, that several items were rated by a majority of the respondents as having improved their skills little. In the case of item 16, Table 2, page 27, the respondents felt that they needed additional training in conducting in-service classes for teachers. Item 21 indicates that more than half the matriculants felt a need for training in facilitating group cohesiveness. Items 29 and 30 indicate a need for arranging and evaluating school-community experiences. Items 13, 17 and 20 evidence a definite need for evaluating teacher growth and effectiveness as well as unit and material planning and preparation. In conclusive terms, the responses indicate that the supervisory program is successful in achieving ultimate effects in the operational domain of education.

The next domain refers to role and responsibility. Data pertaining to responses in this area are presented in Table 3, page 29.

Whenever many people come together to embark on a common enterprise, as in an educational institution, a very complex situation exists. There is a need to establish roles and responsibilities so as to minimize conflict and assure a reasonable amount of success. The person with fewer responsibilities has greater potential for accomplishing his goals, particularly when the tasks are related.

It is encouraging to note that 20 out of 24 respondents devote much of their time to supervisory tasks and that 20 out of 24 devote time to teacher growth. This is enlightening, since a major function of supervision is teacher growth. Since only 8 respondents engage in
administrative functions, it is reasonable to assume that the 19 respondents who devote a great deal of their time to curriculum development activities do so in their attempts to improve teacher competencies. Since teachers implement the curriculum, and supervisors strive to improve teacher competencies, it could be concluded that the high proportion of curriculum development activities are evidence of supervisory personnel successfully assisting teachers in improving their teaching abilities.

Identification of roles was undertaken because awareness of role is important to facilitation and coordination of an educational institution. Role definition serves to maintain and perpetuate group-centered behavior and attainment of goals.

Table 1, page 31 indicates responses to questions dealing with professional preparation. This information was requested as a control device for the responses to the questionnaire. It is not likely that a person with a doctoral degree would be in a supervisory role such as that referred to in this study. It is likewise not probable that a doctorate, having been trained extensively in another university, would respond to the questionnaire without bias. He would tend to respond on a comparative basis (that is, to compare his training at Atlanta University with that of the more recently attended university), rather than in light of the skills and knowledge he actually acquired while participating in the program at Atlanta University. In the case of the project director, item 41, page 31, he/she holds a T6 certificate and is completing requirements for the doctoral degree. His/her responses rated each item as little or not-at-all, as opposed to the other 23 respondents, who were diverse in
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. What is your official title?</td>
<td>Curriculum Director 14</td>
</tr>
<tr>
<td></td>
<td>Lead Teacher 4</td>
</tr>
<tr>
<td></td>
<td>Jeanes Supervisor 1</td>
</tr>
<tr>
<td></td>
<td>Resource Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Principal 1</td>
</tr>
<tr>
<td></td>
<td>Lead Reading Teacher 1</td>
</tr>
<tr>
<td></td>
<td>Project Director 1</td>
</tr>
<tr>
<td></td>
<td>Teacher 1</td>
</tr>
<tr>
<td>42. Describe briefly what you perceive your role to be.</td>
<td>Curriculum Improvement 5</td>
</tr>
<tr>
<td></td>
<td>Teacher Education 9</td>
</tr>
<tr>
<td></td>
<td>Combination 9</td>
</tr>
<tr>
<td></td>
<td>Does Not Apply 1</td>
</tr>
<tr>
<td>43. What degree and/or certificate did you receive after completion of</td>
<td>Master of Arts 15</td>
</tr>
<tr>
<td>your studies at Atlanta University?</td>
<td>CD-5 15</td>
</tr>
<tr>
<td></td>
<td>CD-6 9</td>
</tr>
<tr>
<td>44. What degree do you now hold?</td>
<td>Master of Arts 24</td>
</tr>
<tr>
<td>45. What certificate do you now hold?</td>
<td>CD-5 15</td>
</tr>
<tr>
<td></td>
<td>CD-6 9</td>
</tr>
<tr>
<td>46. How long have you served as a supervisory officer?</td>
<td>0 years 1</td>
</tr>
<tr>
<td></td>
<td>1 year 2</td>
</tr>
<tr>
<td></td>
<td>2 years 7</td>
</tr>
<tr>
<td></td>
<td>3 years 9</td>
</tr>
<tr>
<td></td>
<td>4 years 1</td>
</tr>
<tr>
<td></td>
<td>5 years 1</td>
</tr>
<tr>
<td></td>
<td>6 years 2</td>
</tr>
<tr>
<td></td>
<td>8 years 1</td>
</tr>
<tr>
<td>47. What is your opinion regarding effectiveness?</td>
<td>Very Effective 21</td>
</tr>
<tr>
<td></td>
<td>Average 2</td>
</tr>
<tr>
<td></td>
<td>Does Not Apply 1</td>
</tr>
</tbody>
</table>
TABLE 4. -- (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. What do you feel you now need that you did not receive while enrolled in Atlanta University?</td>
<td>Curriculum Revision 2</td>
</tr>
<tr>
<td></td>
<td>Field Work 2</td>
</tr>
<tr>
<td></td>
<td>Group Dynamics 1</td>
</tr>
<tr>
<td></td>
<td>In-Service Education 9</td>
</tr>
<tr>
<td></td>
<td>Instructional Aids 3</td>
</tr>
<tr>
<td></td>
<td>Psychology of Learning 1</td>
</tr>
<tr>
<td></td>
<td>Supervision of Instruction 2</td>
</tr>
<tr>
<td></td>
<td>Does Not Apply 1</td>
</tr>
<tr>
<td></td>
<td>Need No Assistance 3</td>
</tr>
</tbody>
</table>

49. What is your opinion regarding the effectiveness of the program in supervision?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>9</td>
</tr>
</tbody>
</table>

their responses. It seems possible, then, that his/her responses reflected bias rather than memory traces.

Of the 24 respondents, one is a teacher while 23 have promotional positions that require supervisory skills and knowledge. Fifteen of the 24 received a master's degree from Atlanta University and afterwards completed requirements for certification in supervision at the fifth or sixth year level. Nine additional respondents received the curriculum director's certificate required by the State for supervisory personnel. Their years of experience ranged from zero to eight years, with 21 of the respondents rating themselves as very effective in their professional tasks.

The final tables are concerned with course requirements for the M.A. degree and/or fifth and sixth year certification. The questionnaire was not constructed to include requirements other than course work, such as examinations and theses, since many of the matriculants did not
complete the M.A. degree at Atlanta University. Rather, these individuals completed requirements which do not include many of the examinations or the thesis.

There was a total of 572 responses to the course requirements in Tables V and VI, pages 37 - 38. Four hundred-sixty-five respondents rated the courses "greatly", 84 "little", and 23 "not-at-all". It seems reasonable to conclude, with such an overwhelming "greatly" rating, that the courses offered in the supervisory program significantly improved the knowledge and skills of the matriculants between 1962 and 1967.

In response to the question "What training do you feel you now need that you did not get while enrolled in Atlanta University?" (item 47, Table 4, page 35), the matriculants proposed their needs, most of which are not included in the supervisory program. Analysis of Tables V and VI clearly indicate that these should be considered as additions to or in conjunction with, present offerings in the supervisory program.

Some attention apparently should be given to training in organizing and conducting in-service classes for teachers. Nine of the 24 respondents listed this as a need in Item 47, Table 4, page 35.

Analysis of the data indicate that the Supervisory Program at Atlanta University has provided its matriculants with skills and knowledge that enable them to operate effectively. However, there seem to be several areas of supervision to which attention should be given in order to improve the supervisory program.
TABLE 5. --Response to the statement "rate the following courses leading to the M.A. degree and the CD-5 certificate in terms of usefulness and effectiveness."

<table>
<thead>
<tr>
<th>Courses</th>
<th>G</th>
<th>L</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>551 Human Growth and Development</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>553 Statistics in Psychology and Development</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>550 Foundations of Education</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>560 Elementary Curriculum Planning and Evaluation or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>561 Secondary Curriculum Planning and Evaluation</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>590B Supervision of the Language Arts</td>
<td>15</td>
<td>7</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>552 Initial Workshop in Supervision</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>548 Methods of Educational Research</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>562 Seminar in Supervision</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>574 Principles of Supervision</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>680 The Work of the Supervisor</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>619 Advanced Educational Psychology</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>620 Advanced Educational Psychology</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>642 Philosophies of Education</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>530 Basic Philosophies, Principles, Practices of the Guidance Services</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>567 Supervising Teachers of Student Teachers</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>575 Organization and Administration for Supervision</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>511 Supervised Field Experiences for Principals and Supervisors</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>24</td>
</tr>
</tbody>
</table>

TOTALS OF ALL RESPONSES 277 51 14 342
TABLE 6. --Responses to the statement "rate the following courses leading to the GD-6 certificate in terms of their usefulness and effectiveness."

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses</th>
<th>G</th>
<th>L</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>630</td>
<td>Social Status and Learning</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>635</td>
<td>Psychology of Adjustment</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>667</td>
<td>Dynamic Theories of Adjustment</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>569</td>
<td>Supervising Teachers of Student Teachers</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>542</td>
<td>Programmed Learning and Teaching Machines</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>552</td>
<td>Initial Workshop in Supervision</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>556</td>
<td>Problems of Teaching in the Secondary School</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>596</td>
<td>Core Classes in Secondary School</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>557</td>
<td>Administration and Interpretation of Psychometric Tests</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>653</td>
<td>Psychologic Appraisal of the Individual</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>671</td>
<td>Student Personnel Administration</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>699</td>
<td>Supervised Research Experiences</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>641</td>
<td>Comparative Philosophy</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>672</td>
<td>School System Administration</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>15</td>
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**TOTALS OF ALL RESPONSES**

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CHAPTER III

RECAPITULATION OF STUDY. —The problem involved in this study was to ascertain whether the program in supervision at Atlanta University has met the needs of its degreed and certificated matriculants between 1962 and 1967.

The purpose of this study was to determine the effectiveness of the program in supervision through the following objectives:

1. Identification of those matriculants of Atlanta University from 1962 through 1967 who are now serving in supervisory roles.

2. Ascertaining their educational levels.

3. Identifying and describing the various roles and functions the matriculants engage in.

4. Determining the opportunities provided the subjects to perform supervisory functions.

5. Determining to what extent the program in supervision at Atlanta University provided the matriculants with skills and knowledge to operate effectively.

6. Determining what kinds of learning and experiences the matriculants now need which was not a part of the supervision program.

The related literature was surveyed and a questionnaire was designed and distributed to each of the subjects. The subjects were identified through the Georgia State Department of Education and University records. When the questionnaires were returned, they were tabulated and compiled for analysis. The data was grouped and analyzed in related domains and the findings were drawn for completion of the study.

The conclusions and implications (which justified the objectives) were drawn from the findings and the recommendations were made.
Summary of related literature.— Supervision, one of the oldest forms of educational leadership, is a function designed to improve the instructional program. However, supervision in education means helping teachers improve their professional competencies.

The functions of supervision are contingent upon several factors. Among these are (1) the objectives of the school (2) the nature of the children (3) the community environment (4) qualifications of the staff (5) the adequacy of the instructional facility (6) educational preparation for leadership and (7) the style of leadership.

The factors influencing supervision vary from one school to another thereby necessitating differences in the supervision program in each school. Nonetheless, some basic functions are pertinent to each school's supervisory program.

Some of the basic functions include:

1. Helping teachers and principals understand children better.
2. Helping teachers develop and improve individually as a cooperating member of the school staff.
3. Helping school personnel make more interesting and effective use of instructional materials.
4. Making specialized personnel in the school system of maximum assistance to teachers.
5. Helping teachers improve their teaching techniques.
6. Assisting teachers in the appraisal of students.
7. Stimulating teachers to evaluate their own planning work and progress.
8. Helping teachers achieve poise and confidence in his work.
9. Stimulating faculty groups to plan curriculum improvements.
and carry them out co-operatively.

10. Assuming responsibility for co-ordinating and improving teacher education service.

Supervision is dependent upon several factors, as previously stated. Probably one of the most crucial among these is the style of leadership. Leadership, be it administrative or supervisory is classified into three types: (1) autocratic (2) laissez faire and (3) democratic. Each affects the curriculum in a different way and develops through different techniques and procedures, the educational activities of the school.

The autocratic leader bases his activities of the school upon the authority of his position. He determines the supervisory activities, formulates the plans for implementation and directs the activities of the teachers involved. An autocratic leader usually substitutes the authority vested in his position for leadership ability. Authoritarian leaders tell people what to do and sees to it that they do it. While this type leadership is usually productive, it creates a climate that results in hostile, aggressive behavior.

The laissez faire leader leaves the responsibility for improvement completely to the teachers. He makes no effort to promote group planning. He does not make decisions and allow conditions to drift in any direction. There is no team work or unity and hence, no group to plan a curriculum improvement program. The lack of direction exhibited by the laissez faire leader causes frustrations, failure and feelings of insecurity.

The democratic leader makes every effort to allow the group to share in decision making, planning and scheduling. When he must make an
independent decision, he explains his reasons to the group. Every member of the staff has a sense of belonging and enthusiasm for his work. The democratic leader becomes one of the group in working towards their common goals. He operates on an equalitarian philosophy and strives to build group cohesiveness, determination and cooperativeness.

Of the three styles of leadership, the one most likely to provide opportunity for successful supervision is democratic. The establishment and maintenance of a good supervisory program depend heavily upon positive inter-staff relations. Positive relations is one of the characteristics of democratic leadership that is not inherent in autocratic or laissez faire styles.

Academic and professional training of the supervisor plays an important part in the quality of supervision in education. The academic preparation of supervisors should be extensive, so as to produce a well informed person rather than a specialist.

The supervisor's professional training should be continuous and should include attendance at workshops, seminars, conferences, conventions and formalized instruction. In-service education for supervisory personnel should be an important phase of each school system employing supervisors. The most well planned graduate program in supervision cannot equip each matriculant with sufficient knowledge and skills to be assured of expertness.

In-service education for supervisors may take either of several forms that are currently implemented in 50 states. Bloomington, Delaware offers extension courses at night and on Saturdays, under the direction of Indiana University. Harvard University sponsors an institute
for educational leaders. Atlanta University sponsors a summer workshop for supervisors.

These in-service programs, both university and school system sponsored, are among many programs implemented for the improvement of the quality of supervisory personnel.

In general, preparation of supervisors should be broad and comprehensive and should likewise be continuing throughout the in-service period. The supervisor who leaves the professional school with immediate proficiency in a number of techniques associated with supervision, but who lacks the inquiring qualities of a student of education is not likely to grow as a director of learning.

Summary of findings. -- One of the most significant findings of the data collected is the fact that the respondents rated the program in supervision relatively high. Tables 1 and 2 reveal that more than half the respondents rated the program as having greatly improved their knowledge and skills in the area of supervision. There was a total of 840 responses in Tables 1 and 2. Of that amount, 532 responded "greatly", 268 responded "little", and 40 responded "not-at-all."

Table 1 dealt with one element of the cognitive domain; knowledge. Of the 240 responses for a total of 10 items, 168 responded "greatly", 65 "little" and seven "not-at-all." The implication is that Atlanta University does meet most, if not all the cognitive needs of its matriculants in the supervisory program. There was, however, an expressed need for knowledge of the criteria for judgement for testing facts, principles, opinions and conduct in professional education.

Table 2 dealt with the operational domain. Here the emphasis was
on skill in formulating objectives and experiences, teacher growth and evaluation. There was a total of 600 responses to the operational domain. Three hundred sixty-four of those responses rated the 25 items as "greatly", 203 "little" and 33 "not-at-all." The finding is that, with few exceptions, the supervisory program improved the respondents' operational skills greatly. There were expressed needs indicated in the operational domain in Table 2. These needs included additional training in conducting in-service classes for teachers, facilitating group cohesiveness and evaluating teacher growth and effectiveness.

Table 3, "Role and Responsibility", revealed that 20 of the 24 respondents devote much of their time to supervision and that 20 out of 24 devote time to teacher growth. Only eight of the respondents assume administrative functions while 19 engage in curriculum development activities.

Responses to questions regarding professional preparation (Table 4), revealed that 15 of the 24 respondents received the M.A. degree from Atlanta University. Each of the degreed matriculants received the CD-5 or CD-6 certificate. Nine additional respondents completed requirements for and received a curriculum director's certificate.

Twenty three of the 24 respondents have supervisory experience ranging from one year to eight years. Twenty-one rated themselves as very effective in their professional tasks.

Tables 5 and 6 dealt with the success and usefulness of course offerings for the M. A. degree and/or the fifth and sixth year certificates.

There was a total of 572 responses to Tables 5 and 6. Four hundred
sixty five respondents rated the course offerings as "greatly", 84 "little" and 23 "not-at-all." The implication here is that the courses offered in the supervisory program significantly improved the respondents' knowledge and skills.

The results of the study indicated that the Program in Supervision at Atlanta University has provided its matriculants with skills and knowledge that enable them to operate effectively. However, there seem to be a need for improvement in some areas of supervision.

Conclusions. —The conclusions drawn from this study are:

1. The program in supervision has been sufficiently adequate in the training of supervisory personnel between 1962 and 1967.

2. There is a need for additional training for supervisory personnel in some areas of supervision.

Implications. —The implications resulting from the study are:

1. Atlanta University matriculants in the supervisory program are employed in supervisory roles.

2. The supervisors responding to the questionnaire have Master's degrees and above in supervision.

3. The majority of the respondents engage in supervisory functions: teacher education, curriculum development, school-community activities and administrative functions.

4. The majority of the respondents spend much of their time performing supervisory functions.

5. The program in supervision provided the respondents with sufficient knowledge and skills to be effective. This was indicated by a seven-to-one "greatly" response for the program's effectiveness.

6. The respondents need learning experiences in teacher education: judgement for testing facts, principles, opinions and conduct in professional education; facilitating group cohesiveness; and evaluating teacher growth and effectiveness.
Recommendations. --The following recommendations are based on findings of this study:

1. That some consideration be given to training supervisors to organize and conduct in-service classes.

2. That some attempts be made to familiarize the matriculants in supervision with the criteria for judgement by which facts, principles, opinions and conduct in professional education are tested.

3. That the scientific bases for evaluating educational programs be taught to supervisory matriculants.

4. That there be some training in facilitating group cohesiveness.

5. That techniques for arranging and evaluating school-community activities be included in the program in supervision.

6. That techniques for evaluating teacher growth and effectiveness be included in the supervisory program.
BIBLIOGRAPHY

BOOKS


QUESTIONNAIRE

May 30, 1968

This is a Crash Request

School of Education
Atlanta University
Atlanta, Georgia

Dear Graduate:

I am conducting a study entitled "A Five Year Study of the Program in Supervision at Atlanta University." I am in need of your opinion of the effectiveness of this program. While this probably is one of the worst periods in the year to make such a request, the pertinence of the study and the implications it has for supervisory training, warrants your reactions. The study must be completed by June 14, 1968, and therefore needs your immediate attention.

I am enclosing a self-addressed envelope for your returned response (that should require no longer than 15 minutes).

You do not have to spend a great deal of time in concentrated thought. Simply indicate your honest reaction to each of the questions and statements contained in the questionnaire. The completion of this study depends on your response.

Gratefully yours,

/s/ Deloris M. Saunders
Deloris M. Saunders

Encl.
DIRECTIONS

There are 43 statements that appear on the following pages. There are three possible responses for each of the questions. You are to indicate your reaction by placing an X under the appropriate heading. G means you believe your knowledge, skill, competence or concepts were increased greatly by the supervisory program at Atlanta University. L means you believe you were influenced little and, N means you believe you were not influenced at all while enrolled in the program.

Each of the ten questions is followed by a blank line. You should write in a phrase, word(s) or statement(s) to indicate your reaction. Those questions followed by a blank space should not be answered with greatly, little or not-at-all.

To summarize the directions:

(a) Statements 1-40 are followed by a set of blank spaces.

(b) Above each column of spaces will be found:
    G for greatly
    L for little
    N for not-at-all

(c) Check the appropriate blank space by placing an "X" on the line that indicates your response.

(d) Do not skip a statement.

(e) Questions 41-49 require a worded answer that should be written out.

(f) Questions 50 and 51 should be answered with the same responses required for questions 1-40.

(g) If you do not understand a question or statement, please answer as best you can, but do respond.

Example: 1. Knowledge of the criteria for evaluation of educational activities
If your knowledge was increased in this area greatly, you should mark an "X" under G; if your knowledge was increased little, put an "X" under L; if your knowledge was not increased, put an "X" under N.
Each of your responses to the statements and questions that follow should be in light of this general question:

TO WHAT EXTENT DID THE PROGRAM IN SUPERVISION AT ATLANTA UNIVERSITY CONTRIBUTE TO YOUR COMPETENCIES, SKILLS, CONCEPTS AND/OR KNOWLEDGE IN THE AREA OF SUPERVISION?

1. Knowledge of the criteria for evaluation of educational activities

2. Knowledge of the scientific bases for evaluation of the educational program of a school system

3. Knowledge of methods of attack relevant to the kinds of problems of concern to authorities in professional education

4. Knowledge of the current view and concepts in the area of supervision

5. Familiarity with the criteria for judgement by which facts, principles, opinions and conduct in professional education are tested

6. Knowledge of current trends in education

7. Knowledge of published research in the field of supervision

8. Knowledge of published literature dealing with supervision and curriculum development

9. Knowledge of the characteristics of growth and development at various stages

10. Knowledge of the teaching-learning process

11. Skill in observation of teachers

12. Skill in determining acceptable teaching styles

13. Skill in determining acceptable teaching behavior

14. Skill in appraisal of teaching plans and units
15. Ability to organize in-service activities for teachers and other professional personnel

16. Ability to conduct in-service training classes for teachers

17. Ability to appraise teacher growth

18. Ability to formulate objectives that are appropriate and attainable

19. Competence in evaluative techniques

20. Skill in developing appropriate materials and units of instruction

21. Skill in facilitating group cohesiveness

22. Skill in motivating teachers towards self-help attitudes

23. Ability to prod groups to action or decision

24. Ability to accept the suggestions of others

25. Keep channels of communication open by facilitating verbal interaction within the group

26. Ability to let your final decision reflect objectivity of thought

27. Suggest or propose new ideas or changes in curriculum

28. Suggest or propose new or different ways of regarding educational problems or situations

29. Arranging school-community experiences

30. Evaluating school-community relations

31. Evaluating the school's curriculum

32. Defining or developing rules for educational activities

33. Developing interpersonal relationships

34. Skill in promoting attitudes of inquiry in teachers
35. Ability to relate to staff members effectively without emotional and personal involvement

Each of your responses to the questions that follow should be in light of this general question:

WHAT IS YOUR MAJOR ROLE IN YOUR PRESENT SITUATION?

36. Approximately how much time do you devote to supervisory task

37. Approximately how much time do you devote to teacher growth

38. Approximately how much time do you devote to administrative functions

39. Approximately how much time do you devote to curriculum development activities

40. Approximately how much time do you devote to school-community related activities

Each of your responses to the questions that follow should be in light of this general question:

WHAT IS THE EXTENT OF YOUR PROFESSIONAL PREPARATION AND EXPERIENCE?

41. What is your official title?

42. Describe briefly what you perceive your role to be.

43. What degree and/or certificate did you receive after completion of your studies at Atlanta University?

44. What degree do you now hold?

45. What certificate do you now hold?

46. How long have you served as a supervisory officer?

47. What is your opinion regarding effectiveness?

48. What do you feel you now need that you did not receive while enrolled at Atlanta University?
What is your opinion regarding the effectiveness of the program in supervision?

Rate the following courses leading to the M. A. degree and the CD-5 Certificate in terms of usefulness and effectiveness.

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<th>Course Code</th>
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Rate the following course leading to the OD-6 Certificate in terms of usefulness and effectiveness.

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<td>569 Supervising Teachers of Student Teachers</td>
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<td>542 Programmed Learning and Training Machines</td>
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SAUNDERS, DELORIS M.

Education: B.S., Morris Brown College, (Elementary Education), 1959; further study at Atlanta University.


Field of Concentration: Elementary education with a specialization in elementary supervision.