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A Comparison of Role Performance & Role Expectation of Supervisors in Selected Public School Districts in Kentucky

Mae Mefford

Western Kentucky University

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Mae Swinney

1979

A COMPARISON OF ROLE PERFORMANCE AND ROLE EXPECTATION
OF SUPERVISORS IN SELECTED PUBLIC SCHOOL
DISTRICTS IN KENTUCKY

A Thesis

Presented to

the Faculty of the Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Educational Specialist

by

Mae Swinney Mefford

April 1979

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A COMPARISON OF ROLE PERFORMANCE AND ROLE EXPECTATION
OF SUPERVISORS IN SELECTED PUBLIC SCHOOL
DISTRICTS IN KENTUCKY

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A COMPARISON OF ROLE PERFORMANCE AND ROLE EXPECTATION
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DISTRICTS IN KENTUCKY

Mae Swinney Mefford

April 1979

91 pages

Directed by: Dr. V. J. Christenson, Dr. Eugene Harryman,
Dr. David Shannon, Dr. Norman Deeb, and Dr.
Gene Farley

Department of Educational Leadership Western Kentucky University

Purpose of the Study

The study had two major purposes. The first purpose was to define the role performance of supervisors by identifying their assigned responsibilities. The second purpose was to determine the level of agreement that exists between the role performance and role expectation of supervisors.

Methodology

Sample

The sample consisted of supervisors within public school districts that are regularly visited by the pre-admissions counselors from Western Kentucky University. One supervisor was selected from each district. There were ninety supervisors in the sample.

Procedures

A questionnaire was developed which consisted of sixty-three items. The items were grouped into eight categories which were developing curriculum, developing instructional resources, staffing, organizing for instruction, utilizing support services, providing in-service education, relating to the public through communication, and measuring and evaluating

progress.

The respondent was requested to first identify tasks that were assigned responsibilities and indicate whether each was a primary or secondary responsibility. Secondly, they were requested to identify tasks that in their judgment should be their responsibility. A third portion of the questionnaire permitted supervisors to identify either assigned or desired tasks that were not listed. There were sixty-eight (75.5 percent) returns.

Findings and Conclusions

From this study it would appear that supervisors assigned tasks are primarily in the areas of curriculum, organizing for instruction, and in-service. There appears to be an identifiable core of tasks common to most supervisors. Basically, supervisors agree in principle with the functions that they perform, and generally in areas of disagreement they expect more rather than less responsibility. The exceptions to expected responsibility are in the areas of textbook distribution and monitoring federal programs where some supervisors have assigned responsibilities which they believe they should not have.

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CHAPTER I

Introduction

Supervision of instruction has been a part of the educational process in America since about 1800 when committees or school board members visited the schools for "inspection." These were not professional educators, but laymen who were primarily concerned with seeing that the "three R's" were being properly taught.

Professional supervision was initiated by the middle of the nineteenth century with the organization of the office of county school superintendent.¹ As free public education developed, the superintendent was given other administrative personnel to assist him. The non-teaching principal had administrative and supervisory responsibilities for all grades of his school. He was followed by the addition of general supervisors for elementary and secondary schools and "special" supervisors for certain grades or subjects such as art, music, or penmanship.²

With one basic responsibility shared among so many people, the potential for confusion was present. Among

¹Neagley, Ross L., and N. Dean Evans, Handbook for Effective Supervision of Instruction (second edition; Englewood Cliffs: Prentice-Hall Company, 1970) p. 2.

²Gwynn, J. Minor, Theory and Practice of Supervision (New York: Dodd, Mead and Company, 1968) p. 5.

educational writers and school administrators, there was still no clear-cut distinction between the administrative and supervisory responsibilities of the supervisor. Both educational theorists and practicing school men were at variance as to the function of supervisors.³

So far, the purpose of supervision had been almost exclusively inspection, but by the 1920's everyone agreed that the improvement of instruction should become a major function of supervision.⁴ This decision marks the beginning of a differentiation in the purpose of supervision as well as the continued diffusion of supervisory responsibilities among a variety of personnel.

There has been a gradual evaluation of the concept of supervision through the years. From the original authoritarian and sometimes punitive approach evolved the concept of "improving the teacher," with a focus on the teacher while ignoring other elements of the teaching-learning process. There finally emerged the more recent concept of democratic, cooperative supervision.⁵

As the philosophies of supervision changed, not everyone embraced each new philosophy in its totality. Consequently, the potential developed for a variety of philosophies of

³Ibid., p. 9.

⁴Ibid.

⁵Kemper, Garland W., Mod for Supervision in Kentucky (Division of Supervision, Accreditation and Organization, Bureau of Instruction, Kentucky Department of Education, 1974) p. 1.

supervision to be found among the supervisory personnel of any school district, and each philosophy dictated to some degree the priorities given to the supervisory responsibilities of its adherents.

In Kentucky the position of instructional supervisor was established by legislative action under Kentucky revised Statutes 157.360 which says:

In allotting classroom units for supervisors of instruction, one half a classroom unit shall be allotted each district which is allotted twenty-five through forty-nine classroom units; one unit shall be allotted each district which is allotted fifty to one hundred classroom units, one unit shall be allotted for each one hundred classroom units or major fraction thereof, in districts allotted more than one hundred classroom units.

Eligibility to hold the position of instructional supervisor requires a minimum of three years of successful teaching experience plus a supervisor's certificate. The certificate requires the satisfactory completion of fifteen hours of prescribed, graduate-level college credit.

The Kentucky Department of Education has published guidelines which outline in general terms the activities and responsibilities desirable for development of a program of supervision.⁶ However, there are no mandated responsibilities for a supervisor. Thus, the specifics of the supervisor's responsibilities become a matter to be decided by the supervisor and his/her superior--generally the superintendent.

Therefore, several factors may influence the development

⁶Guidelines for Effective Supervision (Division of Supervision, Accreditation, and Organization, Bureau of Instruction, Kentucky Department of Education, 1976).

of the supervisor's program of work. The guidelines established by the Kentucky Department of Education would be the foundation, but since it is rarely possible to give equal attention to all phases of a program, priorities must be established. These priorities will be strongly influenced by the philosophies of supervision held by the person involved. If the philosophies of supervision held by the superintendent and supervisor differ, there might exist a difference in priorities, with a necessity for compromise. Another factor in the development of a program is the assignment of responsibility for overseeing special programs or activities such as educational television, special programs funded by the federal government, and mandated programs such as Career Education or Drug Education.

With all of the influence present, the work of supervisors may differ from one district to another and may differ from the role expectation of the supervisor.

The possibility of diversity creates potential for several problems. It could make more difficult the educational preparation of supervisors, the effective evaluation of programs of supervision, or the evaluation of supervision as a career goal.

Statement of the Problem

The purpose of this study is to determine the relationship between what supervisors in the sample area believe their responsibilities should be and the responsibilities that have been assigned to them. An attempt was

made to answer three questions:

1. What are your responsibilities
2. What do you believe your responsibilities should be
3. How does the degree of your involvement in these responsibilities compare with what you believe it should be

Value of the Study

The results of this study should prove to be of value in four areas.

1. It could assist departments of higher education in developing curricula for supervisors. Through the survey, areas of emphases for supervisors on the job can be identified and this information utilized in curriculum planning. Curriculum design may also be a vehicle for bringing needed areas more nearly in line with state guidelines
2. The results should be helpful as feedback to supervisors. It will enable them to compare their respective programs with the composite of programs in their geographic area, and it could serve as a source of ideas that might be utilized in their programs.
3. The results could provide feedback to superintendents and boards of education. It could serve as an opportunity for comparison of their programs of supervision with others in their geographic region, and as a source of ideas for their programs. It could also provide information for them about the role expectancy held by supervisors.

4. The results of the study could prove helpful as feedback to other agencies and groups concerned with the work of supervisors such as the Kentucky Department of Education, and the Kentucky Association for Supervision and Curriculum Development. It should provide information about what is being done and how this compares to suggested guidelines. By comparing results with suggested guidelines, areas of responsibility needing more emphasis could be identified

The Sample

The subjects in the sample were individuals who held the title of "supervisor" and who served the public school districts that are visited regularly by pre-admission counselors from Western Kentucky University. Omitted from the sample were the supervisors in those districts where the superintendent indicated no interest in participation.

The Instrument

The questionnaire attempted to list all the responsibilities and activities of supervisors that could be identified. A more detailed description of the questionnaire is found in Chapter Three. The questionnaire was distributed by mail. Accompanying each questionnaire was a stamped, self-addressed envelope. The envelope represented an attempt to facilitate the return of the completed questionnaire.

Definition of Terms

Supervisor--a person who holds the title of General Supervisor or Elementary Supervisor, and whose responsibilities

cover all the schools of the appropriate level in the school district.

Assigned responsibility--those responsibilities that have been designated to the supervisor by the superintendent or other persons responsible for directing the work of the supervisor.

Theoretical responsibility--those responsibilities that are identified as belonging to the supervisor in textbooks and other literature utilized in academic preparation for supervisors or later in-service activities.

Role performance--those tasks that have been assigned to the supervisor in a given district and constitute his/her daily activities.

Role expectation--those tasks that the supervisors believe should be theirs and constitute their responsibilities.

Delimitation

This study was intended to generalize to the area for which Western Kentucky University would be most likely to provide training for supervisors. The information may or may not be applicable to other areas.

The responses on the questionnaire are only for comparison of the group as a whole. No evaluation of the responses as good or bad were made. Also, because of the anonymity of the responses, no comparisons relative to size or type of district were possible.

Limitations

The results of this study were limited by the necessity for using questionnaires in obtaining the data. The

questionnaire presents some threat to the internal validity of the study. For example, it is difficult to establish a precise estimate of the reliability and validity of the questionnaire because of the problem of non-returns. Also, even though every assurance of anonymity was given, some respondents may have felt threatened by giving responses that might be construed as critical of their district.

CHAPTER II

The purpose of this chapter is to present a summary of previously conducted studies relating to the work of supervisors. While some of the studies reported were concerned in part with the role of supervisors as perceived by teachers or other school personnel, those given special attention are the studies which reported supervisors' opinions of what their responsibilities should be. Used to assist in obtaining relevant studies were Resources in Education, index of monographs, Current Index to Journals in Education, and Dissertation Abstracts International. Also, Educational Leadership and reports of research conducted by the Association for Supervision and Curriculum Development were reviewed.

A study of the research presented later in the chapter will show that while most studies show some uniformity among supervisors as to what they believe their responsibilities should be, there are factors which complicate the attainment of a completely uniform perception of role expectations. Two of these factors are the changing role of the supervisor and some of the inherited characteristics of the role supervisors.

The role of the supervisor has changed because of the changes in competencies and attitudes in other areas of the school community. For example, many of the innovative programs

are now conducted within a single building and are supervised by the building principal.¹ As numbers of teachers increase and as teachers gain more expertise in their skills, supervisors are spending less time in working with individual teachers and more time in such things as long-range planning and monitoring planned changes in programs.² Also, the increase in size and complexity of school organization leads to confusion unless adequate attention is devoted to clarification of job responsibility.³ This confusion can develop easily in such programs as Title I and Career Education. These programs frequently have their own supervisors who work with many of the same classroom personnel as the general supervisor. Finally, professional negotiations have created additional confusion. The supervisor is clearly defined as neither teacher nor member of management. This lack of definition again leaves some ambiguity in the minds of supervisors as to what their role should be.⁴

The statement has been made that supervision is differentiated from administration by its emphasis on people, change, and growth.⁵ All of these emphases lend themselves

¹James R. Ogletree, "Changing Supervision in a Changing Era," *Education Leadership* 29 (March 1972): 508.

²Ibid.

³Ibid. p. 9.

⁴Ibid. p. 10.

⁵Thomas J. Sergiovanni, What Kinds of Objectives for Supervisors (Ohio State Department of Education: ERIC Document Reproduction Service, ED 066 817). 1973, p. 2.

to interpretation by the individual and are influenced by the situation. A good summary statement of the realities of the role of the supervisor and the potential for diversity was made in a report published by the United States Department of Health, Education, and Welfare. One of the conclusions of the report stated:

The way in which supervisors perform their tasks in this variety of activities depends largely upon their competencies, and the demands of the situation in which they work.⁶

No research was located that specifically described the role of supervisors in Kentucky. Research which is included in this study comes generally from surrounding states and is intended to present the work of supervisors in those states. Certificating the Curriculum Leader and the Instructional Supervisor, a report from the Association for Supervision and Curriculum Development Working Group on the Role, Preparation and Certification of Curriculum Leaders and Supervisors, was intended to generalize nationally and may be assumed to be representative of Kentucky

In spite of the climate of change and other factors, studies from other states indicate a general agreement on some purposes of supervision and on the areas of responsibilities related to those purposes. One study conducted at Florida State University in 1970 synthesized available research findings from 1955-1969 that related to the roles and responsibilities of general supervisors and directors of instruction.

⁶Jane Franseth, Supervision in Rural Schools: A Report on Beliefs and Practices (U.S. Department of Health Education and Welfare: ERIC Document Reproduction Service, ED 054 873, 1972), p. 6.

The survey yielded ninety-nine usable studies which were grouped into five categories and were reported under one or more of twenty-three sub-headings.

Two findings were relevant to this paper. The first one stated that the principal purpose of supervision is the coordination of effort to improve instruction. The second finding listed the responsibilities most often reported for general supervisors as:

1. Coordinates in-service education and workshops
2. Fosters improvement in human relations
3. Provides consultative help and instructional services⁷

These findings agree with the findings of the study conducted by the Association for Supervision and Curriculum Development published in 1978 and entitled Certificating the Curriculum Leader and the Instructional Supervisor. From a questionnaire distributed to a sample of five hundred supervisors from a geographically stratified population, seventy percent or more of the supervisors responding indicated that the development of standards of teaching effectiveness was a top priority.⁸ Supervisors in Alabama responded to a forty-six item questionnaire and indicated that they performed many services to improve the teaching-learning situations in the

⁷Beatrice Davis Carmen, "Roles and Responsibilities in General Supervision of Instruction: A Synthesis of Research Findings, 1955-1969." (Ph.D. dissertation, Florida State University, 1970), p.79.

⁸Allen W. Sturges, et. al., Certificating the Curriculum Leader and the Instructional Supervisor (Association for Supervision and Curriculum Development, 1960), p. 30.

systems where they work.⁹ A study conducted in Arkansas stated that the primary function of the supervisor was to coordinate the instructional program.¹⁰

While these studies identified areas of agreement, these and other studies also identified areas of differences. These differences existed in what other school personnel, especially teachers, expected of supervisors and in the role performance of the supervisors as compared to their role expectations.

In the Alabama study mentioned earlier, of the forty-six services listed, supervisors performed only twenty-seven in a manner consistent with their role expectation. One conclusion of this study stated that "in practice, instructional supervisors performed services in a large number of service areas, some of which were not, theoretically, a concern of instructional supervisors."¹¹

From a survey of 373 county-level supervisors in Florida who responded to a questionnaire, a major finding was the apparent lack of homogeneity with respect to supervisors' role performance, despite remarkable similarity with respect to role expectation. The supervisory personnel surveyed generally agreed on those activities that supervisors ought to

⁹Clifford Vernon Burgess, "A Descriptive Investigation of Instructional Supervision in Alabama." (Ed.D Dissertation, Auburn University, 1962), p. 163.

¹⁰Daniel Wayne Puckett, "The Status and Function of the General Supervisor in Selected Arkansas Schools." (Ed.D Dissertation, University of Arkansas, 1962), p. 63.

¹¹Burgess, A Descriptive Investigation, p. 163.

perform, but when it came to describing the activities in which they were actually engaged the diversity was unmistakable.¹²

A questionnaire circulated in the Boston Public Schools and responded to by fifty supervisors indicated that practices selected as being desirable practices for supervisors compared favorably with some mentioned in selected current literature. These practices did not, however, include many that are relevant to and recommended for an appraisal of the learning outcomes by creative, innovative, contemporary supervisors.¹³

In spite of the diversity between role expectation and role performance found in several studies, the study conducted by the Association for Supervision and Curriculum Development indicated that supervisors and superintendents tended to agree on the tasks which were appropriate for the instructional supervisor.¹⁴

Summary

Although there are factors which would create diversity, there is a substantial level of agreement among supervisors as to role expectation. Some of the studies reviewed in this paper indicated, however, that the level of agreement on role

¹²R. Robert Rentz, The Relationship Between Supervisors' Activities and Their Perception of the Purpose of Supervision (University of Georgia: ERIC Document Reproduction Service ED 028 500, 1969), p. 2.

¹³John Edward Burke, "Perceptions of Existing and Recommended Supervisory Practices of the High School General Supervisor in the Boston Public Schools," (Ed. D Dissertation, Boston University School of Education, 1970), p. 192.

¹⁴ASCD, Certificating the Curriculum Leader, p. 30.

performance is not so great as the level of agreement on role performance. Some of these studies reported areas of agreement between what supervisors believe their responsibilities should be and the responsibilities that have actually been assigned to them, but there are others that identified areas of great diversity.

Nevertheless, none of these studies reported directly on the work of supervisors in Kentucky. How accurately they reflect the work of supervisors in this state has not been determined.

CHAPTER III

Introduction

In the tradition of public education, supervision has been an evolving process. The position designated as "supervisor" was one of the later positions to be established. When the position of supervisor was established, there already existed positions, such as the principal who held supervisory responsibilities. The sharing of responsibilities created the potential for the duties of supervisors to vary rather widely among school districts.

The general purpose of this survey was to study the responsibilities of supervisors. More specifically, the study was designed to accomplish two main objectives: (1) to determine how the responsibilities assigned to supervisors (role performance) compare with what they believe their responsibilities should be (role expectation), and (2) to provide meaningful information to the Department of Educational Leadership at Western Kentucky University about the work of supervisors in the geographic area for which they would be most likely to provide training. The first objective was met through the design of the questionnaire, and the relevance of the information gathered to Western Kentucky University was assured through the sample selection.

Methodology

To assure that the results would generalize to the desired geographic area, the sample for the survey was first identified as those public school districts regularly visited by pre-college counselors from Western Kentucky University. This geographic area represents 110 school districts. Districts were then eliminated that either had no person with the title of supervisor or whose superintendents preferred that their district not participate in the survey. A sampling of ninety districts within the desired geographic area with persons designated and currently serving as supervisors remained.

Procedures

After the sample was identified, the questionnaire was developed. Complete details of the instrument development appear in the next section.

Certain concerns were present in designing the survey. The problems of validity and reliability of the instrument will be dealt with in the next section. Two other concerns were to obtain a high rate of usable returns and to assure unbiased responses to the questionnaire. Several steps were taken to attempt to alleviate these problems.

(1) To avoid possible conflict and to encourage response by as many supervisors as possible, all superintendents were contacted by telephone to request permission for their supervisors to respond to the questionnaire

(2) A cover letter was sent with each questionnaire explaining the purpose of the survey to the supervisor and assuring anonymity of the responses

(3) A stamped, self-addressed envelope was enclosed with each questionnaire.

(4) A reminder was sent to each person who had not responded within six weeks of the original mailing. The reminder was delayed because the original mailing was near the opening of school, and adequate time was allowed for responsibilities relative to the opening of school to be discharged.

This effort has yielded a 75.5 percent return of completed questionnaires. In addition, one was returned unmarked but with a letter explaining that the respondent felt unqualified to mark the questionnaire because of a very short period of service in the position, and consequent lack of familiarity with all of its responsibilities.

The data collected were analyzed. Tables and charts were utilized as the means of presenting the organized data.

Instrument Development

The basic rationale in developing the questionnaire was to include all activities or responsibilities that might be the responsibility of the supervisor so that completing the instrument would involve a series of quick and easy responses. To compile such a list of responsibilities or activities, a thorough search was made through Dissertation Abstracts and the Educational Resources Information Center file as well as other literature which might provide information about the work of supervisors.

From the search of the literature, three earlier works were located that identify either specific items or categories

that were relevant. These were: The Relationship Between Supervisors' Activities and Their Perception of the Purpose of Supervision, R. Robert Rentz, College of Education, University of Georgia, January, 1969; Role of Instructional Supervisors as Perceived by Teachers and Principals in Selected Florida Elementary Schools, Cecil Glover Calton, Ph.D., Florida State University, 1970; and Dissensus in Expectations for the Role of Supervisors, Principals, and Teachers, Nick Marchak, Staffing Department, Edmonton Public School Board, Edmonton, Alberta, Canada.

In addition to items identified through the literature, responsibilities were identified from classes taken at Western Kentucky University and from interviews with persons currently working as supervisors.

The questionnaire was divided into three parts. In Part 1, supervisors were asked to identify assigned responsibilities and to indicate their degree of involvement in each activity. In Part 2 they were asked to identify those responsibilities that they felt to be legitimately theirs and the degree of involvement that they deemed appropriate. Part 3 requested them to list responsibilities, either assigned or desired, which were not included among the items listed. To improve the clarity of the questionnaire, the items in Parts 1 and 2 were categorized under eight broad headings. The headings were (1) Developing Curriculum, (2) Developing Instructional Resources, (3) Staffing, (4) Organizing, (5) Utilizing Supporting Services, (6) Providing In-Service

Education, (7) Relating to the Public Through Communication, and (8) Measuring and Evaluating Progress.

After the questionnaire was developed, several steps were taken to assure that the needed changes were made. It was critiqued by personnel in the Educational Leadership Department of Western Kentucky University for format, and all suggested changes were made. It was again critiqued by persons who either were or had recently been in supervision for appropriateness and completeness of items.

Lastly, it was field tested. Three people--one who was currently employed as a supervisor, one who had served as a supervisor for a number of years, but had recently left for other employment, and a third person who left a position as supervisor in a local district to serve in the Kentucky Department of Education--were selected to field test the questionnaire. None of the respondents in the field testing had any suggestions for revisions. Their responses were studied and appropriate statistical analysis techniques were selected.

The final draft of the questionnaire, along with a cover letter and a stamped, self-addressed envelope were mailed to each person in the sample.

CHAPTER IV

INTRODUCTION

There were two purposes for the survey. The first purpose was to determine the relationship between role performance and role expectation among supervisors in designated public school districts in Kentucky. The second purpose was to provide meaningful information to the Department of Educational Leadership of Western Kentucky University concerning the assigned responsibilities of supervisors in designated public school districts in Kentucky.

Ninety school districts met the criteria established for inclusion in the study, and a questionnaire was mailed to one supervisor in each district. In districts having more than one supervisor, the superintendent was asked to designate an elementary supervisor to receive the questionnaire. Ninety questionnaires were sent out, and sixty-eight, (75.5 percent), usable responses were received. The supervisors who returned these usable responses are the ones to whom reference will be made when supervisors and supervisors' responses are referred to in the remainder of the study.

The data from the survey were organized into three parts. Part one shows role performance, and part two shows role expectation. In the third part a matrix was developed to show the degree of consistency between role expectation and role performance.

Upon inspection of the data those tasks common to the role performance of 90 percent or more of the supervisors appeared to describe a large portion of a full-time position while still permitting the flexibility necessary to meet the needs of an individual district. To increase the percentage appreciable would require the addition of an unrealistic number of tasks for any individual to perform. To go lower than the thirty-five tasks identified by this criterion would eliminate too many tasks common to almost all supervisors for the list to remain useful.

Secondly, the data further showed that most of the supervisors in the study had assigned responsibilities for 90 percent or more of the thirty-five tasks identified. (See Table 25). It can be noted from Table 25 that thirty-seven supervisors had assigned responsibility for 35 or 100 percent of the tasks and sixty of the sixty-eight supervisors had assigned responsibility for 90 percent or more of the thirty-five tasks. Even thirty or thirty-one of the tasks would involve enough responsibility to comprise a large part of the role performance of a supervisor.

FINDINGS

Role Performance

Each supervisor was requested to indicate in what areas he/she had an assigned responsibility. The sixty-three items in the questionnaire were grouped according to eight areas. Those areas were: Developing Curriculum, Organizing for Instruction, Utilizing Support Services, In-service Education, Public Relations, and Measuring and Evaluating Pupil Progress.

If the supervisor felt that he/she had an assigned responsibility for a specific task, he/she was asked to check the appropriate column to indicate that task as a primary or secondary responsibility. A primary responsibility was defined as a responsibility that has priority claim on the time and attention of the supervisor. A secondary responsibility was an activity that will receive the attention of the supervisor only after primary responsibilities have been discharged.

Table 1

Curriculum Development

Sixteen items on the questionnaire related to curriculum development activities. From Table 1 it may be noted that 100 percent of the supervisors had assigned responsibilities related to textbook selection, and that for 80.6 percent of the supervisors it was a primary responsibility. Monitoring

federal programs was indicated as being a responsibility for 64.7 percent of the supervisors. This task had the lowest percent in this area. For the sixteen tasks listed in this area, the median percent was 93.4 percent. Therefore, half of the items in this section represented tasks for which 93.4 percent or more of the supervisors had some measure of assigned responsibility. Of the sixteen tasks listed in this section, more than 90.0 percent of the supervisors had assigned responsibility for ten of them.

TABLE 1
ASSIGNED RESPONSIBILITIES IN DEVELOPING CURRICULUM

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
10.	Select textbooks	80.6	19.4	100.0
14.	Propose curriculum change	45.6	52.9	98.5
7.	Encourage teachers to take a leadership role in curriculum improvement programs	61.8	35.3	97.1
2.	Assist committees of teachers to write curriculum guides and courses of study	64.1	32.8	96.9
12.	Review new instructional resources for relevance and applicability to the district's curriculum needs	67.6	27.9	95.5
16.	Develop educational goals and objectives for the district	47.1	47.1	94.2
4.	Participate in the work of curriculum committees for the district	66.2	27.9	94.1
5.	Help curriculum committees to utilize test data	50.0	44.1	94.1
3.	Organize curriculum committees for the district	72.0	20.6	92.6
9.	Develop means of curriculum evaluation	53.7	38.8	92.5
1.	Prepare and write curriculum guides, courses of study, and resource materials for teachers' use	38.8	47.7	86.5
6.	Interpret curriculum to the public	40.3	44.8	85.1
13.	Distribute textbooks	64.7	17.6	82.3
8.	Secure lay participation in curriculum development	19.1	61.8	80.9

TABLE 1--Continued

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
11.	Conduct local research for curriculum effectiveness	25.4	50.7	76.1
15.	Monitor federal programs	38.2	26.5	64.7
*Rounded to nearest .1 of 1% Median		51.9	34.0	93.4

Table 2

Developing Instructional Resources

Six items on the questionnaire represented tasks related to the development of instructional resources. Table 2 shows that 100 percent of the supervisors had assigned responsibility for helping teachers to organize available resources for effective use, and for 63.2 percent of the supervisors it was a primary responsibility. Responsibility for textbook accounting received the highest percentage as a primary responsibility with 66.2 percent even though it was not the highest when primary and secondary responsibilities are combined.

TABLE 2
 ASSIGNED RESPONSIBILITIES FOR DEVELOPING
 INSTRUCTIONAL RESOURCES

Question Number	Question	%of Responses*		
		Pri. Resp.	Sec. Resp.	Total
19.	Help teachers to organize available resources for effective use	63.2	36.8	100.0
17.	Conduct local research for improvement of instruction	41.2	42.6	83.8
20.	Write proposals for special programs seeking out-of-district funding	44.1	35.3	79.4
21.	Administer funds for special programs	36.8	35.3	72.1
22.	Responsibility for textbook accounting	66.2	4.4	70.6
18.	Administer budget for instructional materials	27.9	33.8	61.7
*Rounded to nearest .1 of 1% Median		42.6	35.3	75.7

Table 3
Staffing

Eight items on the questionnaire are related to staffing. The data indicated that relative few of the supervisors had assigned responsibility for tasks in the area of staffing. Table 3 shows that supervisors have assigned primary responsibility in staffing ranging from 2.9 percent to 19.1 percent to 51.9 percent with a median of 33.1 percent. Supervisors had moderate responsibility for only one task, interviewing teachers for employment. This was only 51.9 percent total assigned responsibility with a primary responsibility of 19.1 percent. For all other items the assigned responsibility was low--below 50 percent.

TABLE 3
ASSIGNED RESPONSIBILITIES FOR STAFFING

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
25.	Interview teachers for recommendation for employment	19.1	32.8	51.9
27.	If there is a formal evaluation process, the supervisor will participate in the formal evaluation of teachers	7.5	37.3	44.8
26.	Recommend termination of employment or granting of tenure	4.4	32.4	36.8
28.	Participate in the selection of elementary principals	4.4	32.4	36.8
30.	If there is a formal evaluation process, the supervisor will participate in the evaluation of principals	4.4	25.0	29.4
23.	Assign teachers to schools	5.9	19.1	25.0
29.	Participate in the selection of secondary principals	2.9	22.1	25.0
24.	Assign teachers to grades or subject areas	4.4	14.7	19.1
*Rounded to nearest .1 of 1% Median		4.4	28.7	33.1

Table 4

Organizing for Instruction

Ten tasks on the questionnaire were related to organizing for instruction, and the percentages of supervisors having responsibilities assigned for all the tasks listed in the area were high ranging from 80.9 percent to 98.5 percent with a median of 94.2 percent. Table 4 shows 90 percent or more of the supervisors had responsibility assigned for eight or more of the tasks, and supervisors indicated that for 61.8 percent of them planning grade-level meetings was a primary responsibility even though combined primary and secondary responsibility was not as high as most of the other items.

TABLE 4

ASSIGNED RESPONSIBILITIES FOR ORGANIZING FOR INSTRUCTION

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
32.	Inform teachers of new instructional trends and developments	83.8	14.7	98.5
39.	Confer with individual teachers	70.6	26.5	97.1
31.	Provide articulation between school units within districts	57.4	39.7	97.1
37.	Assist teachers to organize for innovative programs	45.6	51.5	97.1
36.	Assist teachers to organize for individualization	36.8	57.4	94.2
38.	Orient principals to new instructional programs	66.2	27.9	94.1
33.	Assist teachers to organize their classrooms for effective instruction--including grouping and construction of interest centers	58.8	35.3	94.1
34.	Assist teachers in long-term planning	54.4	38.2	92.6
40.	Plan grade-level meetings	61.8	27.9	89.7
35.	Assist teachers in preparing daily lesson plans	30.9	50.0	80.9

*Rounded to nearest .1 of 1%

Median 58.2 36.7 94.2

Table 5

Utilizing Support Services

Four tasks on the questionnaire related to the utilizing of support services. From Table 5 it can be noted that with a range of 64.7 percent to 97.1 percent and a median of 91.9 percent a high percentage of supervisors have assigned responsibilities in this area. The task assignments were fairly evenly divided between primary and secondary priorities as illustrated by a primary median of 41.9 percent and a secondary median of 45.6 percent.

TABLE 5

ASSIGNED RESPONSIBILITIES IN UTILIZING SUPPORT SERVICES

Question Number	Question	% of Responses*			
		Pri. Resp.	Sec. Resp.	Total	
42.	Assist new teachers to become familiar with Central Office services	55.9	41.2	97.1	
41.	Familiarize teachers with available community resources	38.2	54.4	92.6	
43.	Assist teachers with professional problems	45.6	45.6	91.2	
44.	Correlate utilization of community resources (i.e. Health Dept., Comprehensive Care, BRADD, etc.)	19.1	45.6	64.7	
*Rounded to nearest .1 of 1%		Median	41.9	45.6	91.9

Table 6

Providing In-Service Education

Twelve tasks on the questionnaire related to providing in-service education. Table 6 shows a range of 73.5 percent to 100.0 percent with a median of 94.0 percent of supervisors having assigned responsibilities for providing in-service education. Two-thirds or more of the supervisors had six of the twelve items as primary responsibilities, and more than 90 percent of the supervisors had some responsibilities related to seven of the tasks.

TABLE 6
ASSIGNED RESPONSIBILITIES FOR PROVIDING IN-SERVICE EDUCATION

Question Number	Question	% of Responses*			
		Pri. Resp.	Sec. Resp.	Total	
51.	Attend educational conferences as a representative of the district	75.0	25.0	100	
48.	Serve as a resource person	67.6	29.4	97.0	
45.	Organize in-service programs for the district	82.4	13.2	95.6	
52.	Orient teachers to new instructional programs	72.1	23.5	95.6	
54.	Help teachers to develop the ability to take leadership roles in the improvement of instructional techniques	58.8	36.8	95.6	
47.	Direct the in-service activities for the district	77.9	17.6	95.5	
53.	Plan and organize the district program of instructional supervision	73.5	19.1	92.6	
46.	Plan new-teacher orientation activities	57.4	32.4	89.8	
56.	Observe in classrooms	32.4	57.4	89.8	
49.	Implement new-teacher orientation activities	52.9	36.8	89.7	
55.	Assist principals to develop skills in a variety of supervisory activities	32.4	51.5	83.9	
50.	Interpret school board policy and philosophy to the teaching staff	13.2	60.3	73.5	
*Rounded to nearest .1 of 1%		Median	63.2	30.9	94.0

Table 7

Responsibilities for Public Relations

Two items on the questionnaire related to public relations. Serving as a speaker for civic clubs and other community groups as a representative of the school district was the only item for which 90 percent or more of the supervisors indicated a responsibility, and it ranked low as a primary responsibility.

TABLE 7

ASSIGNED RESPONSIBILITIES FOR PUBLIC RELATIONS

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
58.	Serve as a speaker for civic clubs and other community groups as a representative of the school district	23.5	67.6	91.1
57.	Prepare school news releases for distribution through local news media	11.8	61.8	73.6
*Rounded to nearest .1 of 1% Median		17.6	64.7	82.3

Table 8

Responsibilities for Measuring and Evaluating Progress

Five tasks on the questionnaire related to assigned responsibilities for measuring and evaluating progress. From Table 8 it can be noted that in combined responsibility supervisors showed a range of 79.4 percent to 97.1 percent having responsibility assigned in this area with a median of 85.7 percent. Helping teachers to utilize test data was noticeably higher than the other items as an assigned responsibility.

TABLE 8
 ASSIGNED RESPONSIBILITIES FOR MEASURING
 AND EVALUATING PROGRESS

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
59.	Help teachers utilize test data	55.9	41.2	97.1
62.	Help teachers to develop evaluation activities	35.3	54.4	89.7
61.	Direct the development of standards for evaluation of pupil progress	38.2	52.9	85.7
60.	Organize a program of standardized testing for the district	52.9	29.4	82.3
63.	Direct the development of forms for reporting pupil progress to parents	44.1	35.3	79.4
*Rounded to nearest .1 of 1% Median		44.1	41.2	85.7

Role Expectation

Each supervisor was requested to indicate in what areas he/she believed he/she should have responsibilities. The sixty-three items in the questionnaire were grouped in the same manner as they were for identifying role performance.

The identification of responsibility was done in the same manner as for role performance. If the supervisor believed the task should be a primary responsibility, they would so indicate, or if they believed that it should be a secondary responsibility, they would indicate that.

Table 9

Developing Curriculum

Sixteen tasks on the questionnaire related to curriculum development. From Table 9 it can be noted that the range was from 60.3 percent to 100 percent with a median of 99.3 percent. It can also be noted that eight of the sixteen tasks were considered to be responsibilities of the supervisors by 100 percent of the supervisors. Six of the remaining eight tasks were considered to be responsibilities for supervisors by 94 percent or more of the supervisors. For nine of the sixteen items 60 percent or more of the supervisors indicated that they should be primary responsibilities.

TABLE 9
ROLE EXPECTATION IN CURRICULUM DEVELOPMENT

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
12.	Review new instructional resources for relevance and applicability to the district's curriculum needs	92.6	7.4	100.0
3.	Organize curriculum committees for the district	82.6	17.4	100.0
4.	Participate in the work of curriculum committees for the district	80.9	19.1	100.0
14.	Propose curriculum change	70.6	29.4	100.0
7.	Encourage teachers to take leadership roles in curriculum improvement programs	69.1	30.9	100.0
10.	Select textbooks	63.2	36.8	100.0
16.	Develop curriculum goals and objectives for the district	61.8	38.2	100.0
9.	Develop means of curriculum evaluation	59.1	40.9	100.0
5.	Help curriculum committees utilize test data	66.2	32.4	98.6
3.	Organize curriculum committees for the district	85.3	13.2	98.5
11.	Conduct local research	50.0	48.5	98.5
6.	Interpret the curriculum to the public	50.0	47.1	97.1
1.	Prepare and write curriculum guides, courses of study, and resource materials for teachers' use	30.9	55.9	96.8
8.	Secure lay participation in curriculum development	32.4	61.8	94.2

TABLE 9--Continued

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
12.	Distribute text books	32.4	32.4	64.8
15.	Monitor federal programs	22.1	38.2	60.3
*Rounded to nearest .1 of 1% Median		62.5	34.3	99.3

Table 10

Developing Instructional Resources

Six tasks on the questionnaire were related to the development of instructional resources. Ninety percent or more of the supervisors indicated that helping teachers to organize available resources for effective use and conducting local research for the improvement of instruction should be their responsibilities, but in total responsibility they indicated that responsibility should be fairly evenly divided between primary responsibilities and secondary responsibilities.

TABLE 10

ROLE EXPECTATION IN DEVELOPING INSTRUCTIONAL RESOURCES

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
19.	Help teachers to organize available resources for effective use	64.7	33.8	98.5
17.	Conduct local research for improvement of instruction	58.8	39.7	98.5
20.	Write proposals for special programs seeking out-of-district funding	26.5	48.5	75.0
18.	Administer budget for instructional materials	33.8	39.7	73.5
22.	Responsibility for textbook accounting	29.4	27.9	57.3
21.	Administer funds for special programs	25.0	27.9	52.9
*Rounded to nearest .1 of 1% Median		31.6	36.8	74.2

Table 11

Staffing

Eight tasks on the questionnaire related to activities in staffing. Table 11 shows that staffing is not an area of high priority in the view of supervisors as is indicated by the median of 59.5 percent in combined primary and secondary responsibility. As a primary responsibility the median was only 16.9 percent. Interviewing teachers for recommendation for employment was considered to be a desired responsibility by a larger percentage of supervisors than other activities presented in this area as 80.9 percent of the supervisors indicated this as a responsibility compared with 67.7 percent of the supervisors as the second highest percentage in this area.

TABLE 11
ROLE EXPECTATION IN STAFFING

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
25.	Interview teachers for recommendation for employment	30.9	50.0	80.9
27.	If there is a formal evaluation process, the supervisor will participate in the formal evaluation of teachers	22.1	45.6	67.7
30.	If there is a formal evaluation process, the supervisor will participate in the formal evaluation of principals	22.1	39.7	61.8
28.	Participate in the selection of elementary principals	19.1	41.2	60.3
26.	Recommend termination of employment or granting of tenure	8.8	50.0	58.8
29.	Participate in the selection of secondary principals	14.7	39.7	54.4
23.	Assign teachers to schools	5.9	42.6	48.5
24.	Assign teachers to grades or subject areas	5.9	39.7	45.6
*Rounded to nearest .1 of 1% Median		16.9	41.1	59.5

Table 12

Organizing for Instruction

Nine of the ten items on the questionnaire which related to organizing for instruction were considered a responsibility by 90 percent or more of the supervisors, and for eight of the ten tasks 60 percent or more considered them primary responsibilities. In combined primary and secondary responsibilities the range was from 86.8 percent to 100 percent with a median of 100 percent. Supervisors give a high priority to tasks related to organizing for instruction.

TABLE 12
ROLE EXPECTATION IN ORGANIZING FOR INSTRUCTION

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
32.	Inform teachers of new instructional trends and developments	89.7	10.3	100.0
39.	Confer with individual teachers	79.4	20.6	100.0
34.	Assist teachers with long-term planning	70.6	29.4	100.0
31.	Provide articulation between units within a school district	69.1	30.9	100.0
33.	Assist teachers to organize their classrooms for effective instruction-- including grouping and interest centers	64.7	35.3	100.0
37.	Assist teachers to organize for innovative programs	60.3	39.7	100.0
38.	Orient principals to new instructional programs	73.6	26.4	100.0
40.	Plan grade-level meetings	69.1	29.4	98.5
36.	Assist teachers to organize for individualization	51.5	45.6	97.1
35.	Assist new teachers in preparing daily lesson plans	36.8	50.0	86.8
*Rounded to nearest .1 of 1% Median		69.1	30.1	100.0

Table 13

Utilizing Support Services

From Table 13 it can be noted that the four items on the questionnaire which related to utilization of support services had a range of 83.8 percent to 98.5 percent with a median of 93.3 percent as indicated by the supervisors. For three of the tasks 90 percent or more of the supervisors considered them to be appropriate responsibilities.

TABLE 13

ROLE EXPECTATION IN UTILIZING SUPPORT SERVICES

Question Number	Question	% of Responses*			
		Pri. Resp.	Sec. Resp.	Total	
42.	Assist new teachers to become familiar with Central Office services	69.1	29.4	98.5	
41.	Familiarize teachers with available community resources	50.0	44.1	94.1	
43.	Assist teachers with professional problems	54.4	38.2	92.6	
44.	Correlate utilization of community resources (i.e. Health Dept., Comprehensive Care, BRADD, etc.)	30.9	52.9	83.8	
*Rounded to nearest .1 of 1%		Median	52.2	41.1	93.3

Table 14

Providing In-Service Education

Twelve tasks on the questionnaire related to providing in-service education, and on eleven of the twelve 90 percent or more of the supervisors considered them to be their responsibilities. Three of the tasks were considered responsibilities by 100 percent of the supervisors. Nine of the twelve items were considered primary responsibilities by 60 percent or more of the supervisors. The range of response indicating some degree of responsibility was 80.8 percent to 100 percent with a median of 97.8 percent. As primary responsibilities the range was 17.6 percent to 82.4 percent with a median of 73.5 percent.

TABLE 14
ROLE EXPECTATION IN PROVIDING IN-SERVICE EDUCATION

Question Number	Question	% of Responses*		
		Pri. Resp.	Sec. Resp.	Total
51.	Attend educational conferences as a representative of the district	77.9	22.1	100.0
52.	Orient teachers to new instructional programs	76.5	23.5	100.0
54.	Help teachers to develop the ability to take leadership roles in the improvement of instructional techniques	63.2	36.8	100.0
53.	Plan and organize the district program of instructional supervision	80.9	17.6	98.5
46.	Plan new teacher orientation activities	73.5	25.0	98.5
48.	Serve as a resource person	73.5	25.0	98.5
49.	Implement new teacher orientation activities	66.2	30.9	97.1
55.	Assist principals to develop skill in a variety of supervisory activities	55.9	41.2	97.1
45.	Organize in-service programs for the district	79.4	17.6	97.0
47.	Direct the in-service programs for the district	82.4	11.8	94.2
56.	Observe in classrooms	44.1	50.0	94.1
50.	Interpret school board policy to the teaching staff	17.6	63.2	80.8
*Rounded to nearest .1 of 1% Median		73.5	25.0	97.8

Table 15

Public Relations

Two tasks on the questionnaire related to public relations, but none were considered to be a responsibility by as many as 90 percent of the supervisors. For most supervisors who considered the tasks related to public relations a responsibility at all, they considered them to be a secondary responsibility.

TABLE 15

ROLE EXPECTATION IN PUBLIC RELATIONS

Question Number	Question	% of Responses*			
		Pri. Resp.	Sec. Resp.	Total	
58.	Prepare school news releases for distribution through the local news media	26.5	63.2	89.7	
57.	Serve as a speaker for civic clubs and other community groups as a representative of the district	27.9	58.8	86.7	
*Rounded to nearest .1 of 1%		Median	27.3	61.0	88.2

Table 16

Measuring and Evaluating Progress

Ninety percent or more of the supervisors considered the five tasks mentioned in this area to be their responsibilities. While the supervisors were fairly evenly divided between primary responsibilities, (51.1 percent median), and secondary responsibilities, (47.1 percent median), the range for over-all responsibilities was 94.1 percent to 98.6 percent with a median of 97.0 percent.

TABLE 16
 ROLE EXPECTATION IN MEASURING AND EVALUATING PROGRESS

Question Number	Question	% of Response*		
		Pri. Resp.	Sec. Resp.	Total
62.	Help teachers to develop evaluation activities	51.5	47.1	98.6
59.	Help teachers to utilize test data	55.9	42.6	98.5
61.	Direct the development of standards for evaluation of pupil progress	44.1	52.9	97.0
63.	Direct the development of forms for reporting pupil progress to parents	47.1	48.5	95.6
60.	Organize a program of standardized testing for the district	54.4	39.7	94.1
*Rounded to nearest .1 of 1% Median		51.5	47.1	97.0

AGREEMENT BETWEEN ROLE PERFORMANCE AND ROLE EXPECTATION

Introduction

The tables in this section show the percentages of agreement between supervisors' role performance and role expectation. A study of the data showed a range in over-all agreement with assigned responsibility to be 64.7 percent to 100 percent with a median of 83.5 percent. There was 100 percent agreement on three of the items. There were many more items in which supervisors showed strong agreement, (90 percent or more agreed), with assigned responsibilities than expressed a basic disagreement, (25 percent or more disagreed), with their assigned responsibilities.

As an example of the data illustrated in the tables, item one on the questionnaire referred to the task of preparing and writing curriculum guides, courses of study, and resource materials for teachers' use. For this task 85.3 percent of the supervisors indicated that it should be a supervisor's responsibility and is; 8.8 percent indicated that it should be their responsibility but is not; 1.5 percent indicated that it should not be their responsibility but is, and 4.4 percent said that it should not be their responsibility and is not. A total of 89.7 percent of the supervisors agreed with their assignment relative to this task saying that either it should be their responsibility and it was or it should not be

their responsibility and was not.

Table 17

Percentage of Supervisors' Agreement Between Role Performance
and Role Expectation for Each Task in the Questionnaire
Relating to Curriculum Development

With the exception of two tasks listed in this section, the supervisors showed levels of agreement from high, (80 percent), to complete agreement, (100 percent). The two items in which some basic disagreement was expressed were conducting local research for curriculum effectiveness which those disagreeing felt should be a responsibility but was not and distributing textbooks which 20.6 percent of the 26.5 percent who disagreed thought should not be a responsibility but was. For selecting textbooks 100 percent of the supervisors agreed with their assignment and expressed strong agreement with assignments for nine other items in this section.

TABLE 17

PERCENTAGE OF SUPERVISORS' AGREEMENT BETWEEN ROLE PERFORMANCE
AND ROLE EXPECTATION FOR EACH TASK IN THE QUESTIONNAIRE
RELATING TO CURRICULUM DEVELOPMENT

Role Expec- tation	Role Perform- ance	Questionnaire Items on Curriculum Development								
		1	2	3	4	5	6	7	8	9
Should	Is	85.3	97.1	91.2	94.1	94.1	83.8	97.1	77.9	95.6
Be	Is Not	8.8	2.9	7.4	5.9	5.9	13.2	2.9	14.7	4.4
Should	Is	1.5	0	1.5	0	0	1.5	0	2.9	0
Not Be	Is Not	4.4	0	0	0	0	1.5	0	4.4	0
% of agreement		89.7	97.1	91.2	94.1	94.1	85.3	97.1	82.3	95.6

TABLE 17--Continued

10	11	12	13	14	15	16
100	75.0	97.1	60.3	98.5	50.0	94.1
0	25.0	2.9	5.9	1.5	10.3	4.4
0	0	0	20.6	0	14.7	0
0	0	0	13.2	0	25.0	1.5
100	75.0	97.1	73.5	98.5	75.0	95.6

Table 18

Percentage of Supervisors' Agreement Between Role Performance and Role Expectation for Each Task in the Questionnaire Relating to Organizing Instructional Resources

Supervisors generally agreed with assignments in area of organizing instructional resources. With a range of 76.5 percent to 98.5 percent and with a median of 88.1 percent there were no tasks assigned with which supervisors showed a basic disagreement in this area of responsibility.

TABLE 18

Role Expectation	Role Performance	Questionnaire Items for Organizing Instructional Resources					
		17	18	19	20	21	22
Should	Is	83.8	55.8	98.5	69.1	60.3	54.4
Be	Is Not	13.2	17.6	0	4.4	5.9	4.4
Should	Is	1.5	5.9	1.5	11.8	11.8	16.2
Not Be	Is Not	1.5	20.6	0	14.7	22.1	25.0
% of agreement		85.3	75.5	98.5	83.8	82.4	79.4

Table 19

Percentage of Supervisors' Agreement Between Role Performance
and Role Expectation for Each Task in the
Questionnaire Relating to Staffing

While 60 percent or more of the supervisors agreed with their assignments, 25 percent or more of the supervisors expressed disagreement with assignments for each of the eight tasks related to staffing. For each item one or two respondents had responsibilities that they believed they should not have, but from 23.5 percent to 32.4 percent of the supervisors believed that they should have more responsibility than was assigned to them for staffing related tasks.

TABLE 19

Role Expect- ation	Role Perform- ance	Questionnaire Items Relating to Staffing							
		23	24	25	26	27	28	29	30
Should	Is	23.5	16.2	54.4	35.3	47.1	33.8	22.1	32.4
Be	Is Not	27.9	29.4	26.5	23.5	20.6	26.5	32.4	32.4
Should	Is	1.5	2.9	1.5	1.5	2.9	2.9	2.9	0
Not Be	Is Not	47.1	51.5	17.6	39.7	29.4	36.8	42.6	35.3
% of agreement		70.6	67.7	72.0	75.0	76.5	70.6	64.7	67.7

Table 20

Percentage of Supervisors' Agreement Between Role
Performance and Role Expectation for Each
Task in the Questionnaire Relating to
Organizing for Instruction

In this area the percentage of agreement with assignments ranged from high to complete agreement. One hundred percent of the supervisors agreed with their assignment of providing articulation between school units within the school district. With the exception of preparation of daily lesson plans, over 90 percent of the supervisors agreed with all other assignments.

TABLE 20

Role Expectation	Role Performance	Questionnaire Items Related to Organizing for Instruction									
		31	32	33	34	35	36	37	38	39	40
Should	Is	100	98.5	95.6	92.6	73.5	92.6	97.1	94.1	97.1	91.2
Be	Is Not	0	1.5	4.4	5.8	13.2	4.4	2.9	5.9	2.9	7.4
Should	Is	0	0	0	0	5.9	0	0	0	0	0
Not Be	Is Not	0	0	0	1.5	7.4	2.9	0	0	0	1.5
% of agreement		100	98.5	95.6	94.1	80.9	95.5	97.1	94.1	97.1	92.7

Table 21

Percentage of Supervisors' Agreement Between Role Performance
and Role Expectation for Each Task in the Questionnaire
Relating to Utilizing Support Services

The level of agreement between role performance and role expectation had a range of 79.4 percent to 94.1 percent with a median of 91.2 percent. This level of agreement would indicate strong to very strong agreement with assignments.

TABLE 21

Role Expectation	Role Performance	41	42	43	44
		Should	Is	88.2	94.1
Be	Is Not	5.9	2.9	5.9	19.1
Should	Is	4.4	2.9	1.5	1.5
Not Be	Is Not	1.5	0	1.5	16.2
% of agreement		89.7	94.1	92.7	79.4

Table 22

Percentage of Supervisors' Agreement Between Role Performance
and Role Expectation for Each Task in the Questionnaire
Related to In-Service Education

According to supervisors providing in-service education is and should be an area for which they have a high degree of responsibility. There was 100 percent agreement that supervisors should be representatives of the district to education conferences.

TABLE 22

Role Expectation	Role Performance	Questionnaire Items Related to Providing In-Service Education						
		45	46	47	48	49	50	51
Should Be	Is	98.5	88.2	95.6	97.1	92.6	67.6	100
	Is Not	1.5	11.8	4.4	2.9	7.4	14.7	0
Should Not Be	Is	0	0	0	0	0	5.9	0
	Is Not	0	0	0	0	0	11.8	0
% of agreement		98.5	88.2	95.6	97.1	92.6	79.4	100

TABLE 22--Continued

52	53	54	55	56
95.6	92.6	94.1	82.4	85.3
4.4	5.9	5.9	13.2	7.4
0	1.5	0	0	1.5
0	0	0	4.4	5.9
95.6	92.6	94.1	86.8	91.2

Table 23

Percentage of Supervisors' Agreement Between Role Performance and Role Expectation for Each Task in the Questionnaire Relating to Public Relations

There is a high to very high agreement by supervisors with their assignments relative to public relations. Most supervisors have some assigned responsibility in this area. Those who have responsibility in this area generally agree that they should, and those who do not generally agree that they should not.

TABLE 23

Role Expectation	Role Performance	Questionnaire Items for Public Relations	
		57	58
Should	Is	75.0	83.8
Be	Is Not	11.8	4.4
Should	Is	2.9	1.5
Not Be	Is Not	10.3	10.3
% of agreement		85.3	94.1

Table 24

Percentage of Supervisors' Agreement Between Role Performance
and Role Expectation for Each Task in the Questionnaire
Relating to Measuring and Evaluating Progress

Most supervisors have assigned responsibilities for measuring and evaluating progress and generally agree with the assignments. There was no item in this section which showed basic disagreement with the assignment though most of the disagreement expressed indicated that some supervisors believed that they should have more responsibilities in this area than had been assigned.

TABLE 24

Role Expectation	Role Performance	Questionnaire Items Relating to Measuring and Evaluating Progress				
		59	60	61	62	63
Should	Is	95.6	83.8	88.2	89.7	80.9
Be	Is Not	2.9	10.3	8.8	8.8	14.7
Should	Is	1.5	0	2.9	0	0
Not Be	Is Not	0	5.9	0	1.5	4.4
% of agreement		95.6	89.7	88.2	91.2	85.3

CHAPTER V

CONCLUSIONS

Introduction

The purposes of the study were two fold. The first purpose was to compare the responsibilities assigned to supervisors in selected public school districts in Kentucky with their role expectations. The second purpose was to provide useful information to the Department of Educational Leadership of Western Kentucky University about the assigned responsibilities of supervisors in designated school districts in Kentucky.

The data were organized into three parts. Part one illustrated role performance, part two role expectation, and part three utilized a matrix to illustrate consistency between role performance and role expectation.

Role Performance

From the findings it was noted that a core of assigned tasks common to most supervisors could be established. To be meaningful, however, this list must not contain either too many or too few tasks. To include too many tasks would mean that tasks were included which were not a part of the role performance of many of the supervisors. To include too few tasks would list some tasks but would miss the essence of the role performance of supervisors.

Upon inspection of the data those tasks common to the role performance of 90% or more of the supervisors appeared to describe a large portion of a full-time position while still permitting the flexibility necessary to meet the needs of an individual district. To increase the percentage appreciably would require the addition of an unrealistic number of tasks for any individual to perform. To go lower than the thirty-five tasks identified by this criterion would eliminate too many tasks common to almost all supervisors for the list to remain useful.

Secondly, the data further showed that most of the supervisors in the study had assigned responsibilities for 90% or more of the thirty-five tasks identified. (See Table 25). It can be noted from Table 25 that thirty-seven supervisors had assigned responsibility for 35 or 100% of the tasks and sixty of the sixty-eight supervisors had assigned responsibility for 90% or more of the thirty-five tasks. Even thirty or thirty-one of the tasks would involve enough responsibility to comprise a large part of the role performance of a supervisor.

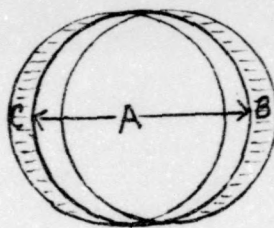
TABLE 25

THE NUMBER OF SUPERVISORS IN THE SAMPLE WITH THE NUMBER OF
ASSIGNED RESPONSIBILITIES FROM THE CORE TASKS

No. of supervisors having these assigned responsibilities	No. of core tasks assigned	% of total core tasks assigned
37	35	100
9	34	97
8	33	95
6	32	92
8	31 or less	below 90

While the core tasks describes most of the role performance of supervisors, their other assigned responsibilities vary depending upon the needs of the individual district.

This concept might be illustrated as follows:



Circle A represents the core of tasks assigned to supervisors. Circles B and C represent the assigned tasks of supervisors in two districts. The major portion of their respective responsibilities fall within the common area. At the same time they each have some assigned responsibilities which fall outside the core and those outside responsibilities

may or may not be totally different for each supervisor.

It is believed that these core tasks would describe a great deal of what any given supervisor would have as assigned responsibilities. These tasks are further believed to be a representative and complete list of assigned responsibilities because the questionnaire provided an opportunity for supervisors to list other responsibilities that were assigned. Only four supervisors responded to that part of the questionnaire.

It is recognized that the possibility exists that they simply chose not to respond to that portion of the questionnaire. However, the contention after complete analysis of the data is that the tasks listed in the questionnaire did cover the tasks assigned to supervisors because the list of tasks checked by each respondent appeared to represent a full-time position.

These are the tasks grouped by areas that are considered to be the major assigned responsibilities of supervisors.

Developing Curriculum

Assist committees of teachers to write curriculum guides and courses of study

Organize curriculum committees for the district

Participate in the work of curriculum committees for the district

Help curriculum committees to utilize test data

Encourage teachers to take leadership roles in curriculum improvement programs

Develop means of curriculum evaluation

Select textbooks

Review new instructional resources for relevance and applicability to the district's curriculum needs

Propose curriculum change

Develop educational goals and objectives for the district

Developing Instructional Resources

Help teachers to organize available resources for effective use

Organizing for Instruction

Provide articulation between school units within a district

Inform teachers of new instructional trends and developments

Assist teachers to organize their classrooms for effective instruction--including grouping and setting up interest centers

Assist teachers in long-term planning

Assist teachers to organize for individualization

Assist teachers to organize for innovative programs

Orient principals to new instructional programs

Confer with individual teachers

Utilizing Support Services

Familiarize teachers with available community resources

Assist new teachers to become familiar with Central Office services

Assist teachers with professional problems

Providing In-Service Education

Organize in-service programs for the district

Direct the in-service programs for the district

Serve as an in-service resource person

Attend educational conferences as a representative of the district

Orient teachers to new instructional programs

Plan and organize the district program of instructional supervision

Help teachers to develop the ability to take leadership roles in the improvement of instructional techniques

Public Relations

Prepare school news releases for distribution through the local news media

Measuring and Evaluating Progress

Help teachers to utilize test data

Organize a program of standardized testing for the district

Direct the development of standards for evaluating pupil progress

Help teachers to develop evaluation activities

Direct the development of forms for reporting pupil progress to parents

While there does seem to exist an identifiable core of assigned tasks, there does not appear to be an identifiable core of primary responsibilities. There were no tasks for which as many as 90% of the supervisors had been assigned a primary responsibility, and only five tasks for which as many as 75% of the supervisors had been assigned primary responsibility. Those five were:

Selection of textbooks

Informing teachers of new instructional trends and developments

Attend educational conferences as a representative of the district

Organize in-service programs for the district

Direct the in-service activities for the district

Fourteen of the remaining tasks were a primary responsibility for between 60 percent and 74 percent of the supervisors. The remaining forty-four tasks were indicated as assigned primary responsibilities by fewer than 60 percent of the supervisors.

It does not appear possible, therefore, to develop a usable core list of primary responsibilities from this study because only a small percentage of them would apply to any given supervisor. Of the sixty-three items on the questionnaire most of them were indicated as assigned primary responsibilities to some of the supervisors, but the variety of assignments was too great to permit a core of primary responsibilities to be identified.

Agreement Between Role Performance and Role Expectation

Because supervisors have no mandated responsibilities and no uniform training required, the possibility appeared to exist for discrepancies between role performance and role expectations. Findings, however, except in a few areas, express considerable agreement. The disagreements were primarily in the areas of staffing, opportunity to conduct local research, responsibility for distribution of textbooks, and responsibility for monitoring federal programs. In the areas of staffing and opportunity to conduct local research the desire was for more, not less, responsibility. In the area of staffing this may reflect a feeling of supervisors that their close contact with both teachers and principals gives them a valuable insight to their work. Consequently, they may feel that they have a contribution to make relative to staffing decisions.

Local research may be seen as a tool to help evaluate current curriculum or to identify need for change. Since curriculum is one large area of responsibility for supervisors, research could assist them in performing their task more effectively. Conversely, the distribution of textbooks and monitoring federal programs were assigned tasks that many supervisors believed should not be their responsibilities. Since these are clerical type tasks, supervisors apparently believe that their skills could be more effectively utilized in other areas.

In view of the wide variety of activities and level of agreement, a question arises as to how such a high level of consensus between assigned responsibilities and role expectation was acquired. A number of possible answers present themselves for consideration. Some of the more parsimonious answers are:

1. The instruction given in the program of preparation for supervisors might either influence its products to be accepting of the situation that they find on the job, or this type of training might attract the person who already has such an accepting attitude

2. The position of supervisor has no mandated responsibilities, and therefore, a supervisor works with the superintendent to develop his/her job description. This may provide enough flexibility to permit the supervisor to develop the role to fit his/her strengths and capabilities

3. Those people who are not adaptable to the situation as they find it may soon choose to move back into a classroom, to a different position in educational administration, or out

of the educational field entirely

However, a full explanation might include a combination of these three explanations along with other possible explanations.

Summary

From this study it would appear that supervisors assigned tasks are primarily in the areas of curriculum, organizing for instruction, and in-service. There appears to be an identifiable core of tasks common to most supervisors. Basically, supervisors agree in principle with the functions that they perform, and generally in areas of disagreement they expect more rather than less responsibility. The exceptions to expected responsibility are in the areas of textbook distribution and monitoring federal programs where some supervisors have assigned responsibilities that they believe they should not have.

Recommendations

The following recommendations are suggested for consideration.

1. A follow-up study be conducted to ascertain if the core tasks identified in this study do in fact describe the work of supervisors or if there is an appreciable number of common tasks not identified in this study

2. Further research be done to attempt to identify the factors leading to supervisors' job satisfaction

3. In planning curriculum, universities concerned with the training of supervisors study their program to determine to

what extent skills needed for curriculum development, organizing for instruction, and providing in-service education are included

4. Superintendents consider opportunities to utilize supervisors' opinions in the area of staffing

Effort to Identify Tasks Not Listed
in the Questionnaire

In an effort to accurately identify the tasks of supervisors in both role performance and role expectation, a third section was included in the questionnaire. In this section supervisors were requested to list tasks in either role performance or role expectation which were not identified in the tasks listed in sections one and two of the questionnaire. Only four supervisors responded to that portion of the questionnaire, and therefore, no additional data was collected from it.

APPENDIX A

1009 Choctow Drive
Bowling Green, Kentucky 42101
August 7, 1978

Mrs. Jane Smith
Bowling Green Board of Education
Bowling Green, Kentucky 42101

Dear Mrs. Smith:

I am a graduate student at Western Kentucky University,
and I need your assistance.

As partial fulfillment of the requirements for an Educa-
tion Specialist Degree, and for the benefit of the Educational
Leadership Department at Western, I am conducting a survey of
instructional supervisors in this area of the state. The
department is interested in the composite information for
continuing program development.

I can assure you of anonymity. The return envelopes are
numbered to enable me to remind anyone who might get busy and
forget the survey, but the surveys are not indentifiable once
removed from the envelopes. Also, we have no interest in iden-
tifying individual responses, only the composite of the returns.

You will notice that the survey is divided into three (3)
parts--what your responsibilities currently are, what you have
been prepared for and feel they should be, and the third section
to identify responsibilities that we have overlooked.

If you will take the few minutes to mark the responses and
return in the enclosed envelope, it will be most helpful to us
and very much appreciated.

Sincerely,

Mae Mefford

APPENDIX B

A SURVEY OF THE THEORETICAL AND ASSIGNED
RESPONSIBILITIES OF SUPERVISORS IN
SELECTED KENTUCKY SCHOOL DISTRICTS

PART I - CURRENT PRACTICE IN THE ASSIGNMENT OF RESPONSIBILITIES
TO SUPERVISORS

For the purpose of this survey the responses in Part I will be defined as follows:

PRIMARY RESPONSIBILITY- In my position as supervisor this activity is my responsibility, and has priority claim on my time and attention.

SECONDARY RESPONSIBILITY- In my position as supervisor this activity will receive my attention after primary responsibilities have been discharged.

NO RESPONSIBILITY- In my position as supervisor I have no responsibility for this activity.

EXAMPLE:

Pri. Resp.	Sec. Resp.	No Resp.
---------------	---------------	-------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Planning in-service activities for the district
--------------------------	--------------------------	--------------------------	--

If this activity is your responsibility as supervisor, and has priority claim on your time and attention, then it would be checked as PRIMARY RESPONSIBILITY.

If this activity is sometimes your responsibility, but as supervisor you are not concerned with it until more important responsibilities have been fulfilled, then you would check it as SECONDARY RESPONSIBILITY.

If as supervisor you have no responsibility for this activity, check NO RESPONSIBILITY.

A. DEVELOPING CURRICULUM

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Prepare and write curriculum guides, courses of study, and resource materials for teachers' use |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Assist committees of teachers to write curriculum guides and courses of study |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Organize curriculum committees for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Participate in the work of curriculum committees for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Help curriculum committees to utilize test data |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Interpret the curriculum to the public |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Encourage teachers to take leadership roles in curriculum improvement programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Secure lay participation in curriculum development |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Develop means of curriculum evaluation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Select textbooks |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Conduct local research for curriculum effectiveness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Review new instructional resources for relevance and applicability to the district's curriculum needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Distribute textbooks |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Propose curriculum change |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Monitor federal programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Develop educational goals and objectives for the district |

B. DEVELOPING INSTRUCTIONAL RESOURCES

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Conduct local research for improvement of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Administer budget for instructional materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Help teachers to organize available resources for effective use |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Write proposals for special programs seeking out-of-district funding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Administer funds for special programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Responsibility for textbook accounting |

C. STAFFING

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Assign teachers to schools |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Assign teachers to grades or subject areas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Interview teachers for recommendation for employment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Recommend termination of employment or granting of tenure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. If there is a formal evaluation process, the supervisor will participate in the formal evaluation of teachers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Participate in the selection of elementary principals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Participate in the selection of secondary principals |

Pri. Resp. Sec. Resp. No Resp.

30. If there is a formal evaluation process, the supervisor will participate in the formal evaluation of principals.

D. ORGANIZING

Pri. Resp. Sec. Resp. No Resp.

31. Provide articulation between school units within a district
32. Inform teachers of new instructional trends and developments
33. Assist teachers to organize their classrooms for effective instruction-including grouping, and setting up interest centers.
34. Assist teachers in long-term planning
35. Assist new teachers in preparing daily lesson plans
36. Assist teachers to organize for individualization
37. Assist teachers to organize for innovative programs
38. Orient principals to new instructional programs
39. Confer with individual teachers
40. Plan grade-level meetings

E. UTILIZING SUPPORTING SERVICES

Pri. Resp. Sec. Resp. No Resp.

41. Familiarize teachers with available community resources

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 42. Assist new teachers to become familiar with central office services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 43. Assist teachers with professional problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 44. Correlate utilization of community services (i.e. Health Dept., Comprehensive Care, BRADD, etc.) |

F. PROVIDING IN-SERVICE EDUCATION

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 45. Organize in-service programs for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 46. Plan new teacher orientation activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 47. Direct the in-service programs for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 48. Serve as a resource person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 49. Implement new teacher orientation activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50. Interpret school board policy and philosophy to the teaching staff |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51. Attend educational conferences as a representative of the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 52. Orient teachers to new instructional programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 53. Plan and organize the district program of instructional supervision |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54. Help teachers to develop the ability to take leadership roles in the improvement of instructional techniques |

PART II- THE THEORETICAL RESPONSIBILITIES OF SUPERVISORS

For the purpose of this survey, the responses in Part II will be defined as follows:

PRIMARY RESPONSIBILITY- In my professional opinion, this activity should have priority claim on the time and attention of a Supervisor.

SECONDARY RESPONSIBILITY- In my professional opinion, this activity should receive the attention of a Supervisor after primary responsibilities have been discharged.

NO RESPONSIBILITY- In my professional opinion, this activity should not be the responsibility of a Supervisor.

EXAMPLE:

Pri. Resp.	Sec. Resp.	No Resp.
---------------	---------------	-------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Plan grade-level meetings
--------------------------	--------------------------	--------------------------	------------------------------

If you feel that this activity should be the responsibility of supervisors, and have priority claim on their time, then it would be checked as PRIMARY RESPONSIBILITY.

If this activity might be the responsibility of a Supervisor but only after primary responsibilities have been fulfilled, then check it as a SECONDARY RESPONSIBILITY.

If, in your professional opinion, this activity should not be the responsibility of the Supervisor, then it should be checked NO RESPONSIBILITY.

A. DEVELOPING CURRICULUM

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Prepare and write curriculum guides, courses of study, and resource materials for teachers' use |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Assist committees of teachers to write curriculum guides and courses of study |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Organize curriculum committees for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Participate in the work of curriculum committees for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Help curriculum committees to utilize a test data |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Interpret the curriculum to the public |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Encourage teachers to take leadership roles in curriculum improvement programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Secure lay participation in curriculum development |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Develop means of curriculum evaluation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Select textbooks |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Conduct local research for curriculum effectiveness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Review new instructional resources for relevance and applicability to the districts; curriculum needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Distribute textbooks |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Propose curriculum change |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Monitor federal programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Develop educational goals and objectives for the district |

B. DEVELOPING INSTRUCTIONAL RESOURCES

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Conduct local research for improvement of instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Administer budget for instructional materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Help teachers to organize available resources for effective use |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Write proposals for special programs seeking out-of-district funding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Administer funds for special programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Responsibility for textbook accounting |

C. STAFFING

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Assign teachers to schools |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Assign teachers to grades or subject areas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Interview teachers for recommendation for employment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Recommend termination of employment of granting tenure |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. If there is a formal evaluation process, the supervisor will participate in the formal evaluation of teachers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Participate in the selection of elementary principals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Participate in the selection of secondary principals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. If there is a formal evaluation process, the supervisor will participate in the formal evaluation of principals |

D. ORGANIZING

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. Provide articulation between school units within a district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. Inform teachers of new instructional trends and developments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. Assist teachers to organize their classrooms for effective instruction-including grouping and setting up interest centers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. Assist teachers in long-term planning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. Assist new teachers in preparing daily lesson plans |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36. Assist teachers to organize for individualization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 37. Assist teachers to organize for innovative programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 38. Orient principals to new instructional programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39. Confer with individual teachers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 40. Plan grade-level meetings |

E. UTILIZING SUPPORTING SERVICES

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 41. Familiarize teachers with available community resources |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 42. Assist new teachers to become familiar with Central Office services |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 43. Assist teachers with professional problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 44. Correlate utilization of community services (i.e. Health Dept., Comprehensive Care, BRADD, etc.) |

F. PROVIDING IN-SERVICE EDUCATION

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 45. Organize in-service programs for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 46. Plan new teacher orientation activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 47. Direct the in-service programs for district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 48. Serve as as in-service resource person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 49. Implement new teacher orientation activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50. Interpret school board policy and philosophy to the teaching staff |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51. Attend educational conferences as a representative of the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 52. Orient teachers to new instructional programs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 53. Plan and organize the district program of instructional supervision |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54. Help teachers to develop the ability to take leadership roles in the improvement of instructional techniques |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 55. Assist principals to develop skill in a variety of supervisory techniques |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 56. Observe in classrooms |

G. RELATING TO THE PUBLIC THROUGH COMMUNICATION

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 57. Serve as a speaker for civic clubs and other community groups as a representative of the school district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 58. Prepare school news releases for distribution through the local news media |

H. MEASURING AND EVALUATING PROGRESS

- | Pri.
Resp. | Sec.
Resp. | No
Resp. | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 59. Help teachers to utilize test data |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 60. Organize a program of standardized testing for the district |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 61. Direct the development of standards for evaluating pupil progress |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 62. Help teachers to develop evaluation activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 63. Direct the development of forms for reporting pupil progress to parents |

PART III

Please list other activities that either are among your assigned supervisory responsibilities, or activities which you believe should be among your supervisory responsibilities.

Please indicate whether they are an assigned responsibility or a responsibility that you believe should be yours, and whether each one is a PRIMARY RESPONSIBILITY or a SECONDARY RESPONSIBILITY.

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