

Evaluation is the Basis of Supervision

By Marcelino Bautista

EVALUATION is the basis of supervisory activities. The results of evaluation indicated the various phases of improvements. Research and evaluation determines the points of strength and of weakness of instruction, supervision and administration, the curriculum, and other phases of education. If through its various appraisal instruments and techniques, the work of evaluation and research discovers for instance, that learning is not an integrated whole and if it propels the necessary processes to change the methods and techniques of teaching to make learning an integrating process, that is supervision of the best kind. If research and evaluation discovers, for another instance, that the human relations involved in the educative effort are disturbed or distorted and if the way could be shown to secure mutuality of respect and understanding and commonality of purposes and interests in the educative effort, that too is supervision of a high type. In this sense and to this extent, research and evaluation is deeply involved in supervision.

The importance of evaluation in paving the way to effective supervision is shown in the following quotation:

"It has been repeatedly pointed out in this volume and elsewhere that only by knowing as accurately as possible the results of instruction can the processes of education be improved. The same situation pertains to improvement programs. There are many different ways of improving pupil growth. Teachers, supervisors, and administrative officials will naturally all want to use the most effective means, methods, and materials that they can command. To improve their selection of improvement programs, they must have some mode of evaluating the results of these programs. The point has been repeatedly made in this volume of the fact that the ultimate measure of the effectiveness of any means, methods, or device will be found in whether it effectively promotes teacher and pupil growth. And so it is with methods of leadership.

Supervisors and administrative officials seem, in general, to have been more interested in the development of programs of activities than in their evaluation. As a consequence, we find ourselves

in the position of having reported in the literature of education all kinds of improvement programs and activities recommended by various members of the school personnel, on the basis of their own personal experience, but without scientific validation. It is true that from general observation it would seem that many of these programs are effective; but a closer study of them may show, as it has in other fields, that in fact they are often not particularly effective. Unfortunately, such activities set other activities in motion, which in turn inspire still others, and so on; until, without some considerable knowledge of the results of improvement programs, not only are isolated instances of ineffectiveness allowed to creep into the means and methods of leadership, but also whole systems of doing things that could not be tolerated under more careful evaluation. Educational leadership today is decidedly hampered in many respects by traditional practices that would undoubtedly be eliminated with the introduction of more effective means and methods of evaluation. If the methods of educational leadership are to be constantly improved, steps must be taken to develop more accurate instruments for the continuous evaluation of their effectiveness." — Barr, Burton, and Brueckner: "Supervision", page 754.

The modern concept of educational supervision is that it is not "overseer" work; it is a consultative function in which supervisor and supervised work together and share each other's ideas toward improving the teaching-learning process. The responsibility for success does not lie mainly in the efforts of the supervisor. Success or the propelling of factors and influences that insure it are a joint responsibility of both supervisor and supervised.

This concept is different from that obtaining in an industrial or commercial firm in which success depends largely upon the efficiency of machines and men interacting smoothly to improve production or increase sales. Supervision in education depends for its success upon the interplay of goodwill and understanding between and among human beings—learners, teachers, supervisors, and administrators.

In the past there was felt some kind of authority emanating from a supervisor and flowing into and shaping the thinking and therefore the work of the supervised. That is no longer an accepted concept in the relationship of the supervisor and the supervised. Note what authorities on supervision say in this regard:

"1. Supervision is increasingly objective and experimental in its methods. This stems from the scientific method in education."

"2. Supervision is increasingly participatory and cooperative. Policies and plans are formulated through group discussion with participation by all. This is the result of increasing insight into the nature of democracy and democratic methods."

"3. Supervisory activities and opportunities are distributed among an ever larger number of persons as all come to contribute and to accept challenges to exercise leadership." ——— "Supervision" by Barr, Burton and Brueckner, page 11.

An authoritative definition of supervision is the following:¹

"Supervision is leadership and the development of leadership within groups which are cooperatively:

"1. Evaluating the Educational Product in the Light of Accepted Objectives of Education.

a. The cooperative determination and critical analysis of aims

b. The selection and application of the means of appraisal

c. The analysis of the data to discover strength and weakness in the product."

"2. Studying the Teaching-Learning Situation to Determine the Antecedents of Satisfactory and Unsatisfactory Pupil Growth and Achievement."

a. Studying the course of study and the curriculum-in-operation

b. Studying the materials of instruction, the equipment, and the sociophysical environment of learning and growth

c. Studying the factors related to instruction (the teachers' personality, academic and professional training techniques)

d. Studying the factors present in the learner (capacity, interest, work habits, etc.).

"3. Improving the Teaching-Learning Situation

a. Improving the course of study and the curriculum-in-operation

b. Improving the materials of instruction, the equipment, and the sociophysical environment of learning and growth

c. Improving the factors related directly to instruction

d. Improving factors present in the learner which affect his growth and achievement."

"4. Evaluating the Objectives, Methods, and Outcomes of Supervision.

a. Discovering and applying the techniques of evaluation

b. Evaluating the results of given supervisory program, including factors which limit the success of these programs

c. Evaluating and improving the personnel of supervision."

It is seen from the foregoing that the role which research and evaluation plays in supervision is that of undergirding all the efforts to improve the teaching-learning situation leading to or resulting in the growth and development of learners. Evaluating teaching-learning situations precede that of making improvements upon those situations. In view of this role, those who do supervisory work should carry out the following activities:

1. Visit schools, observe instruction, and assess results. On the basis of observations and facts yielded by evaluative criteria and measuring instruments, they offer suggestions and exchange ideas with school people to improve a given teaching-learning situation in the following basic aspects:

a. Enhance the extent to which (1) information, skills, and attitudes are to be learned and applied in problem situations; (2) personality development of learners is to be manifested in desirable behavior; and (3) learners participate actively in effecting desirable changes in the life of their communities.

2. With the use of evaluative criteria and measuring instruments, researchers assess the effectiveness of other phases of school work, including supervision itself. They offer suggestions in this regard to serve the following purposes:

a. To enable teachers to grow in self-direction, self-appraisal, and self-reliance.

b. To enable the learners to acquire functional learning; and

c. To enable supervisory officials to grow in competence in assessing the results of, and improving, upon the educative processes.

3. With the collaboration of technical personnel in research and evaluation, evolve criteria for the use of supervisors in evaluating school work.

4. Familiarize teachers in the field with the different research techniques.

5. Help teachers prepare informal classroom tests which will serve their own purposes of evaluating the results of their teaching.

¹ Barr, Burton and Brueckner, "Supervision," page 12.

One other concept of supervision presupposes a supervisor who is all knowing in subject-matter and in the processes and techniques of teaching a specialized subject area and is possessed of the right combination of human qualities that can be brought to bear upon efforts to change teaching-learning situations for the better. It should be readily obvious that it is not always feasible to have a supervisor with these ideal qualities. That being the case, a fairly adequate and discerning process and technique that appraise many of the factors and elements constituting the teaching-learning situation could be considered as a substitute or supplementary agency for some of the functions of the all-knowing supervisor—the evaluative functions. Since the human qualities needed to implement change for the better may not be present in each and every instance of appraisal, even if these same qualities could be present in the individual supervisor most of the time, the objective findings of research and evaluation should at once appeal to all concerned as a pervasive motivation in themselves to undertake changes for the better.

Supervision of instruction or of other phases of the educational effort cannot be effective if appraisal is based mainly upon impressions and surmises; opinion is not conclusive in pointing out strengths and weaknesses. Therefore research and evaluation are necessary instruments of supervision. The ordinary run of supervision often substitutes opinion and surmise for the objective appraisal of the educational effort through research and evaluation, with the result that there is considerable guess work in connection with the attempt to improve the teaching-learning process. The techniques and instruments of appraisal, assuming that they can be made reasonably valid and reliable, can provide more adequate evidence of work being done and therefore can carry greater conviction as to the worthwhileness of ideas and suggestions for improvement. The effective supervisor has therefore to provide himself with the equipment needed for objective appraisal, because the analysis and interpretation of teaching-learning situations can be better achieved through such instruments and techniques.

One who goes out to the field, "looks at the schools" and "sees what is going on" and subsequently makes observations of what he finds based upon opinion, surmise, feeling or impression is not *per se* doing supervision. The title of "supervisor" is not therefore important; what the "visitor" actually does as a result of objective assessment and what suggestions are offered to help improve the educational effort are the only things that matter.

The foregoing views of supervision must replace the old view of overseership—that of placing too much responsibility and giving too much credit upon the work of the supervisor to effect expected improve-

ments upon the educational effort; and supervision based on subjective evaluation must give way to one based on objective appraisal, otherwise supervision can become mere shadow-boxing characterized more than anything else by the commotion raised in "visits" that amount to very little. With so many people rendering supervisory services in the schools during the last 30 years or so, there should be by now more evidence of effective school work. Is there? Evaluation and research should establish the facts, but the criticisms heard all around in respect to the quality of public school products could be one evidence that we are not doing the job of supervision (and of course instruction) effectively. Ideas at once surge into mind as to how to minimize shadow-boxing. Some of these can be drawn from what has already been said in the foregoing paragraphs. These are suggested:

1. Supervisors should know how to assess school work objectively. No one should be permitted to make pronouncements about conditions and suggest remedies for improvement without using objective appraisal.

2. Supervisors should be provided with check lists containing specific objectives (the things they want to look for in respect to any subject area or phase of school work to be observed). For instance, there should be a guide or check list on democratic supervision and for each of the subject areas. There should also be guides for the use of school administrators and for the assessment of the curriculum and of curriculum development itself.

3. Evaluative criteria of various phases of school work should be made available to the field to serve as guides in their (local school people's) work and in their efforts to assess what they have and how to improve upon it. Steps have been taken in the General Office to design these evaluative criteria.

4. Supervision should be concentrated from time to time on a specific phase of school work and on specific geographical areas, under the immediate assignment of specific local and General Office supervisors. Supervision in those fields and in those areas should be persistent until it can demonstrate through objective appraisal that some real achievements have been scored. The practice of supervisors going out periodically to "see what they can see" without definite ideas and objectives as to what to see, how to see them, and how to improve upon them after these have been seen is one of those things that could come under the category of "shadow-boxing" activities. To cover too wide a ground with little or no idea of how to cover the ground and how to improve upon situations discovered result only in what may be termed "jabbing" exercises that get school work nowhere.

5. Supervisors should find out what problems local school people are working on for the purpose of contributing to the thinking and the planning of how

to remedy or improve upon situations. This would obviate duplication of effort and would obviate the necessity of commenting upon problems and situations of which local administrative and supervisory officials are already well aware. Some supervisory reports examined contain suggestions which, by their very nature, seem to have already been for sometime the concern of local school people to remedy, but for which they have not as yet found any remedy for the reason of lack of funds and facilities. It is a perspicacious supervisor who can suggest a remedy that is actually

new and would work. Guess work, to be sure, will not provide that perspicacity.

6. Demonstration is the best kind of teaching. Supervisors should occasionally demonstrate to local school people newer methods and techniques of teaching rather than merely tell them "how to do it." "Show how" is always more effective than "Tell how."

It is hoped that the personnel of the Research and Evaluation will bear these pointers in mind when they go out to conduct research and evaluation and to participate in supervisory activities.

Quality in the Teaching Profession

By Sir Ronald Gould

"THE impact of mind on mind and character counts for so much that the most important element in the education service, after the child himself, is the person in closest contact with him. Whatever plans and schemes may be made by politicians, administrators and conferences, and however important they may be, in the last analysis the quality of our educational service is largely determined by the intellectual, moral and spiritual resources of the teachers."

This was the underlying theme of Sir Ronald Gould's presidential address to the annual assembly of the World Confederation of Organization of the Teaching Profession, held at Frankfurt from August 2-9. Sir Ronald, who took as his subject "Quality in the Teaching Profession," began with a tribute of appreciation of the fact that the Conference was meeting in Germany. He said:

"For many reasons, we have eagerly looked forward to the WCOTP meeting on German soil. Human motives are invariably diverse and tangled, but for at least three reasons we are glad to be in St. Paul's Church, Frankfurt, today.

STRUGGLE FOR FREEDOM

First, to us, this church is more than hewn stone and mortar, more even than aesthetic satisfaction. Like the British Houses of Parliament where long struggles have taken place for freedom of thought and of worship, for freedom from want and from fear; like the *Place de la Bastille*, which symbolizes the aspirations of people everywhere for liberty, equality and fraternity; like Independence Hall in Philadelphia where the Declaration of Independence was

adopted, the most moving exposition of democratic rights ever penned; this building, St. Paul's Church, Frankfurt, for more than a hundred years, has been identified in the minds of liberal thinkers everywhere with the struggle for constitutional government, for unity and freedom. For that reason we are glad to be here.

Then, too, it is good for teachers to be in a country which has so enriched music, literature and art. Bach, Mozart, Beethoven, Brahms, Wagner, Goethe; Schiller, Durer, Holbein—the list is endless. The contribution of Germany to the world's culture, the contribution to Christian and Humanist thinking puts us all in your debt.

Again, no teachers' organization has done more to promote international co-operation amongst teachers than the *Arbeitsgemeinschaft*. I was privileged to be at Dortmund only a few years ago when it was struggling into life. There I met that great internationalist, Leo Raepell, who had been Secretary of the pre-Hitler German Teachers' Organization, and who with Louis Dumas, George Papiere and others had done so much to promote international co-operation amongst teachers in the 1920's.

Since then, German teachers inspired by people like Walter Schulze, have established the Sonnenberg Centre, dedicated to the promotion of international understanding amongst teachers. We have seen its influence extend. Inspired by its activities we have seen teachers in other countries establish their Sonnenbergs. For all this, we are grateful to Walter Schulze and our German colleagues.

This organization has also played a worthy part in I.F.T.A. and W.C.O.T.P. With pride and gratitude