

CHAPTER II

REVIEW OF RELATED LITERATUE

A. Supervision

1. Definitions of Supervision

There is no single unifying definition of supervision in the literature¹. Supervision can be defined according to different aspects of the notion, but from an educational administration perspective, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

As Wanzare and Da Costa² stated, a survey of the literature revealed many definitions of supervision - each one unique in its focus and purpose - ranging from a custodial orientation to a humanistic orientation. Drake and Roe³ noted that in a custodial context, supervision can mean general overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is involved in the process of running the school. A whole-school approach suggested, “*supervision*” is the function in schools that draws together all the discrete elements of instructional effectiveness into whole-school action”⁴. A more humanistic definition suggested that supervision of instruction is a multifaceted, interpersonal process that deals with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development⁵.

¹ Tadele Akalu Tesfaw and Roelande H. Hofman, 2014, *Relationship between Instructional Supervision and Professional Development*, The International Education Journal: Comparative Perspectives Vol. 13, No. 1, 2014, p. 82-99.

² Wanzare, Z., and Da Costa, J. L., *Supervision and Staff Development: Overview of the literature*, NASSP Bulletin, 84(618), 2000, p. 47-54.

³ Drake, T. L., and Roe, W. H., *The Principalship* (5th ed.), Prentice-Hall, Columbus, Ohio, 1999, p. 23

⁴ Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M., *Supervision of Instruction: A Developmental Approach* (4th ed.), Allyn and Bacon. Boston, 1998, p. 6

⁵ Pfeiffer, I. L., and Dunlap, J. B., *Supervision of Teachers: A Guide to Improving Instruction*. Phoenix, AZ: Oryx Press, 1982, p.32.

Beach and Reinhartz⁶ regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt⁷, may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. Fostering this point of view, Alfonso, Firth, and Neville⁸ defined instructional supervision as "behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization". Glatthorn⁹ added that supervision is "the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained". The Dictionary of Education provided the most extensive definition of supervision:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.¹⁰

As the literature review shows, definitions of instructional supervision which focus on the improvement of instruction are the most

⁶ Beach, D. M., and Reinhartz J., *Supervisory leadership: Focus on instruction*, Allyn and Bacon, Boston, 2000, p. 34.

⁷ Sergiovanni, T. J. and Starratt, R. J., *Opcit*, p 34.

⁸ Alfonso, R. J., Firth, G., and Neville, R., *The Supervisory Skill Mix. Educational Leadership*, 41(7), 1984, p. 16-18.

⁹ Glatthorn, A. A., *Supervisory leadership: Introduction to instructional supervision*. Glenview, IL: Scott, Foresman/Little, Brown Higher Education, 1990, p. 84.

¹⁰ Goldhammer, R., Anderson, R. H., and Krajewski R. J., *Clinical supervision: Special methods for the supervision of teachers* (3rd ed.), ON: Harcourt Brace Jovanovich College Publishers, Toronto, 1993, p. 17.

widespread¹¹. Intrinsic to these definitions is that supervision is viewed as a set of services and processes aimed at improving the effectiveness of instruction and the professional development of the teachers. Teachers and administrators must actively engage in the process of supervision. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process¹². Beach and Reinhartz¹³ stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

2. Purposes of Supervision

It is generally accepted that effective supervision is conducted for several specific reasons. Wanzare and Da Costa¹⁴ classified purposes of supervision, which include the following:

a. Instruction improvement

Basically, supervision is used to improve the instructions during teaching-learning process. Teachers or educators can analyze the result of the supervision as a hint to modify and develop the instructions.

b. Effective professional development of teachers

The supervision result is as reflective result for each teacher or educator to their individual professional development. They should use the result to reflect what they have been done during teaching-learning process and prepare how to develop their professionalism.

c. Helping teachers to become aware of their teaching and its consequences for learners

¹¹ *Ibid*, p. 182.

¹² Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. M, *Opcit*, p. 98.

¹³ Beach, D. M., and Reinhartz J, *Opcit*, p. 67.

¹⁴ Wanzare, Z., and Da Costa, J. L, *Opcit*, p. 47-54.

Similar with the previous purpose, teachers or educators could be aware to their teaching skills and its consequences for learners. To what they have done during educating process, it implicates to the result of supervision.

- d. Enabling teachers to try out new instructional techniques in a safe, supportive environment

To reach the development of education, teachers or educators should try to new instructional techniques to replace the instructional techniques which are done.

- e. Fostering curriculum development

The development of education is also linier with curriculum development; change to new one or repair the weakness. It must be done for encouraging the comprehensive improvement of education.

- f. Encouraging human relations

Educating is not only the duty of teachers or educators, but also family (parents) and people in social enviroment. So, it needs good relationship between three environments of education (school, family and sociality).

- g. Fostering teacher motivation

In teaching-learning process, there are many problems and chalenges every time. Teachers or educator should work hard to fix and face it. So, they have to be motivated by supervision.

- h. Monitoring the teaching-learning process to obtain the best results with students

Supervision is monitoring the progress of the teaching-learning process. It means to control and recheck the process continually for getting maximal result.

- i. Providing a mechanism for teachers and supervisors

To increase teachers' and supervisors' understanding of the teaching-learning process through collective inquiry with other professionals

Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development¹⁵. As McQuarrie and Wood¹⁶ stated, “the primary purpose of supervision is to help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms”. Sergiovanni¹⁷ is summarizing the reasons for supervision noted, “We supervise for good reasons. We want schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and we believe that supervision serves these and other worthy ends”. To sum it up, Wanzare and Da Costa¹⁸ stated that the overarching purpose of supervision is to enhance teachers’ professional growth by providing them with feedback regarding effective classroom practices.

Supervisors can enhance these purposes by using a variety of supervisory strategies with different teachers just as effective teachers must employ a rich methodology to reach all their students. There is a clear understanding among scholars that teachers have different backgrounds and experiences, different abilities in abstract thinking, and different levels of concern for others. Thus, effective supervisors must employ a framework that most appropriately matches the strategies to the context and the unique characteristics of the teacher. Matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work. Concise matching of supervisory approaches to individual needs and preferences is impossible, but more informed matching decisions can be made by considering different styles in supervision¹⁹.

¹⁵ Bolin, F. S., and Panaritis, P., *Searching for a common purpose: A perspective on the history of supervision*, In C. D. Glickman (Ed.), Alexandria, VA: ASCD, 1992, p. 30-43

¹⁶ McQuarrie, F. O., Jr., and Wood, F. H. . *Supervision, Staff Development, and Evaluation Connections. Theory into Practice*, 30(2), 1991, p. 91-96.

¹⁷ Sergiovanni, *Opcit*, p. 204.

¹⁸ Wanzare and Da Costa, *Opcit*, p.56

¹⁹ Sergiovanni, *Opcit*, p. 204.

3. Models of Supervision

The educational practice of instructional supervision appears to be a contentious issue in contemporary educational circles, and it has been characterized by shifting attitudes among researchers and educators alike. Sergiovanni and Starratt²⁰ stated that contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers.

In response to the concerns about the state of supervisory practices for beginning teachers, alternative models of supervision have arisen and taken hold over the past two decades. Sergiovanni and Starratt²¹ noted that these models of supervision refer to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. The shift here is toward viewing supervision as a process “designed to help teachers and supervisors learn more about their practice, to be better able to use their knowledge and skills to observe parents and schools, and to make the school a more effective learning community”.

Shively and Poetter²², stated that new models that envision the possibility that teachers themselves can provide the kind of supervisory leadership necessary for strengthening teaching and programs for beginning teachers are taking hold and proving to be effective. Administrators and teachers in the schools with programs that support teacher education programs can be well-equipped to supervise beginning teachers. As Sullivan and Glanz²³ stated, the major finding that emerged from their research was that certain leadership and implementation practices promoted the successful implementation of alternative techniques of supervision, such as mentoring, peer coaching, peer

²⁰ Sergiovanni and Starratt, *Opcit*, p.49.

²¹ Sergiovanni and Starratt, *Opcit*, p.50.

²² Shively, J. M., and Poetter, T. S., *Exploring clinical, on-site supervision in a school university partnership*. The Teacher Educator, 37(4), 2002, p.282-301.

²³ Sullivan, C. G., *Is staff development supervision? Yes*. In J. Glanz and R. F. Neville (Eds.), *Educational supervision: Perspectives, issues, and controversies* Norwood, MA: Christopher-Gordon, 1997, p. 156- 161

assessment, portfolios, and action research. The proper use of various approaches to supervision can enhance teacher's professional development and improve instructional efficiency.

The following review differentiates between both traditional and alternative models to supervision that can be considered most effective for staff development and teacher effectiveness. These include clinical supervision, developmental approach, collaborative development, self-directed or reflective development, portfolios, and professional growth plans. Administrative monitoring is included in the review, but cannot be considered as an option for teachers. Implementing of different models of supervisory practices is intended not only to give choices to the teachers; it is also designed to provide choices to the administrators and schools²⁴.

a. Clinical Supervision

Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Goldhammer et al²⁵ stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers, though in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers. One of the first advocates of clinical supervision, Cogan²⁶ defined clinical supervision as:

The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behaviour. (p. 9)

²⁴ Glatthorn, *Opcit*, p. 90

²⁵ Goldhammer et al, *Opcit*. 12

²⁶ Cogan, *Opcit*, p. 223

Clinical supervision, or intensive development²⁷, has also been defined as “that phase of instructional supervision which draws its data from first-hand observation of actual teaching events, and involves face-to-face (or other associated) interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement”²⁸.

This form of supervision has been traditionally viewed as an intensive skill-focused process that incorporates a five-step cycle. Researchers²⁹ provided a structure of clinical supervision that includes pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post conference analysis. Clinical supervision can be used with inexperienced beginning teachers, teachers who are experiencing difficulties, and experienced teachers looking to improve their performance.

Sergiovanni and Starratt³⁰ described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person’s teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher’s professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher’s achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial

²⁷ Glatthorn, *Opcit*, p. 92

²⁸ Goldhammer et al, *Opcit*, p. 19-20

²⁹ *Ibid*, p.19-20

³⁰ Sergiovanni and Starratt, *Opcit*, p.45

evaluation, including input from students. Finally, the point of supervision from a clinical standpoint is not quality control for the protection of students and the public from incompetent teaching, rather the point of clinical supervision is the professional improvement of the teacher that “guarantees quality teaching and schooling for students and the public”³¹.

Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching³².

For clinical supervision to be effective, there are some commonalities that are evident. These themes include (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity; (b) teachers control over the products of supervision; (c) teachers retain control over decisions that impact their teaching practices; (d) there is continuity in the supervisory process over time; (e) supervisors provide teachers with nonjudgmental observational data; and (f) both teachers and supervisors engage in reflective practice³³.

Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz³⁴, teachers tend to favor individualized, close and supportive supervision, which addresses their individual needs. Teachers also agree on the basic assumptions and effectiveness of clinical supervision, accepting

³¹ *Ibid*, p. 230

³² Goldhammer et al., *Opcit*, p. 19-20

³³ Nolan, J., Hawkes, B., and Francis, P. *Case studies: Windows onto clinical supervision*. Educational Leadership, 50(1), 1993, p.52-56.

³⁴ Beach and Reinhartz, *Opcit*, p.183.

recommendations for change, which they believe is possible in their classroom behavior. Thus, clinical supervision is not the means of improving supervisors' skills. For the focus of clinical supervision is "on actual classroom practices ensures that the process is of practical significance to the teacher". This intensive development is a way of promoting teacher growth in self-direction and self-confidence by encouraging teachers to make instructional decisions.

b. *Developmental Supervision*

Another process of supervisory practice is referred to as developmental supervision. "*Developmental supervision encompasses a number of tasks and skills that promote instructional dialogue and learning and teacher professional growth and development*"³⁵. This model views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances. Within this framework, supervisors (as they interact with teachers) seek to foster thinking skills, which help in the analysis of classroom instruction and make teachers more aware of the many options for change³⁶.

For Glickman et al., "*instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching*"³⁷, which is largely a process of adult learning through supervision. Developmental supervision is built on the premises that human development is the purpose of education. This model presupposes that as supervisors work with the teachers, they need to match their assistance to teachers' conceptual levels, and they also need to allow teachers to take charge of their own improvement.

³⁵ Reiman, A. J., and Thies-Sprinthall L. *Mentoring and supervision for teacher development*, Longman, New York, 1998, p.12.

³⁶ Beach and Reinhartz, *Opcit*, p.185

³⁷ Glickman, *Opcit*, p.51.

In addition, supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers.

As Tanner and Tanner³⁸ noted, in this approach supervisors would employ three leadership orientations with teachers, namely directive, collaborative, and nondirective. Glickman et al.³⁹, however, in describing the developmental process, identified four styles supervisor may employ: directive control, directive informational, collaborative, and non-directive.

The directive control style includes the following kinds of supervisory behaviors: directing, standardizing, and reinforcing consequences. The result of this orientation is the mutually agreed-upon plan of action between the supervisor and the teacher. The directive supervisor judges the most effective way to improve instruction by making tasks clear, reassessing the problems and possible solutions, and showing teachers what is to be done. It implies that the supervisor is more knowledgeable in the matter and his or her decisions are more effective for improving the instruction. In the directive informational style, the supervisor standardizes and restricts choices during the meetings, with the result of a supervisor-suggested plan of action. This orientation is used to direct teachers to consider and choose from clearly delineated alternative actions. Such an approach is useful when the expertise, confidence, and credibility of the supervisor clearly outweigh the teachers' own information, experience, and capabilities⁴⁰.

The collaborative style is premised on participation by equals in instructional decision making process. This orientation includes the following behaviors: listening, presenting, problem solving, and negotiating, which lead to a development of a contract between the

³⁸ Tanner, D., and Tanner, L., *Supervision in education: Problems and practices*, Macmillan, New York, 1987, p. 34

³⁹ Glickman et al., *Opcit*, p.54.

⁴⁰ Glickman et al., *Opcit*, p.56

teacher and the supervisor. Collaboration is appropriate when teachers and supervisors have and are aware of similar levels of expertise, involvement, and concern with a problem. Equality is the major issue in this orientation. The result is a contract, mutually agreed upon and carried out as a joint responsibility. In a non-directive style, supervisors view teachers as capable of analyzing and solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, encouraging, and problem solving. The purpose of this type of supervision is to provide an active sounding board for thoughtful professionals⁴¹. The outcome is generated by the teacher, who determines the plan of action.

In general, developmental supervision provides the supervisor with the way to connect the teacher's levels of professional development with the appropriate supervisory style. As Tanner and Tanner⁴² indicated, *"if teachers are to grow in their professional commitment for solving problems, a growth of developmental model of supervision is required"*.

c. *Collaborative Supervision*

Collegiality and collaboration are very important in modern schools. Fullan and Hargreaves⁴³ observed that teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth. *"Interns, beginning teachers, and individuals who are new to a school or teaching assignment may require a considerable amount of support from their more experienced colleagues"*⁴⁴. These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request.

⁴¹ Glickman et al., *Opcit*, p.60

⁴² Tanner, D., and Tanner, L., *Opcit*, p.187

⁴³ Gall, M. D., Borg, W. R., and Gall, J. P., *Educational research: An introduction*. White Plains, NY: Longman, 1996, p.8.

⁴⁴ *Ibid*, p.11.

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are also given to the supervision process in which learning, growing, and changing are the mutual focus for supervisors and teachers⁴⁵. Such approaches are developed for teachers and supervisors *“to be better equipped to change the culture of teaching from a hierarchical, isolating atmosphere to collaborative culture that promotes learning and growth for everyone involved”*⁴⁶.

Collaborative approaches are based on a process of “critical friend”⁴⁷. A critical friend provides an assessment feedback to an individual - a student, a teacher, or an administrator - or to a group. A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person’s work as a friend. *“A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward”* and is an advocate for the success of that work. Reflective practices lie at the core of all collaborative approaches to supervision.

Peer coaching, one of the models of collaborative supervision is peer coaching. According to Glatthorn⁴⁸, peer coaching seemed to be the most intensive process among all cooperative development models. The coaching approach uses cohorts and is often coupled with clinical supervision. As teams work together, their emphasis is on asking questions, which serve to clarify their own perceptions about instruction and learning. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of the informal

⁴⁵ Beach and Reinhartz, *Opcit*, p.170.

⁴⁶ *Ibid*, p. 174.

⁴⁷ Costa, *Opcit*, p.50.

⁴⁸ Glatthorn, *Opcit*. 34

evaluation⁴⁹. During peer coaching, beginning teachers collaborate to develop a shared language, forums to test new ideas about teaching, and, ultimately, expertise⁵⁰.

According to Hosack-Curlin⁵¹, coaching “which is built upon a collaborative relationship between observer and teacher, significantly increases classroom utilization of newly acquired skills...”. Peer coaching can utilize teams of teachers who provide daily support and encouragement to each other. The supervisor is seen as a facilitator working with cohorts of teachers. Coaching emphasizes professional action by peers, and is usually used along with clinical supervision. Teachers participate in small group sessions, where they ask questions to clarify their perceptions of teaching and supervision. The value of analysis and feedback, which enhance the supervision process cannot be underestimated. Beach and Reinhartz⁵² stated, “through analysis and feedback, supervisors (along with cohort members) find out the reasons for teacher’s decision and coach the teacher on the job by translating research on effective planning and teaching into classroom practice”.

Peer coaching is really important for beginning teachers. Hosack-Curlin⁵³ stated that findings in this area showed that the beginning teachers rated experienced teachers who coached them as highly competent and the process itself as very necessary. Teachers have to be ready to take the challenge of peer coaching, choose the partners for the teams, and commit to learning and growing professionally.

⁴⁹ Bowman, C. L., and McCormick, S., Comparison of peer coaching versus traditional supervision effects. *The Journal of Educational Research* (Washington, D.C.), 93(4), 2000, p.256-261.

⁵⁰ Glickman et al., *Opcit*, p.60

⁵¹ Hosack-Curlin, K, *Peer coaching among teachers*. In R. H. Anderson and K. J. Snyder (Eds.), *Clinical supervision: Coaching for higher performance*, Lancaster, PA: Technomic, 1993, p.231.

⁵² Beach and Reinhartz, *Opcit*, p.141

⁵³ Hosack-Curlin, *Opcit*, p.232

Ebmeier and Nicklaus⁵⁴ stated that peer coaching programs reduced the time burden on principals of both regular and collaborative supervision while increasing collaboration among teachers. Peer coaching can be very effective for all participants because both parties profit from the exchange. Showers and Joyce⁵⁵ stated that peer coaching helped nearly all participants; furthermore “teachers introduced to the new models could coach one another...”.

Cognitive coaching, similar to peer coaching is the cognitive coaching approach. The difference between these two approaches, as Showers and Joyce stated, lies in that peer coaching focuses on innovations in curriculum and instruction, whereas cognitive coaching aims more at improving existing practices. Cognitive coaching may pair teacher with teacher, teacher with supervisor, or supervisor with supervisor, but when two educators in similar roles or positions, the process is called peer supervision.

According to Costa⁵⁶, “cognitive coaching is a nonjudgmental process built around a planning conference, observation, and a reflecting conference”. For cognitive, coaching is a process during which teachers explore the thinking behind teacher practices. Cognitive coaching can help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves.

Costa⁵⁷ outlined three major goals of cognitive coaching, which include: (1) developing and maintaining trusting relationship; (2) promoting learning; and (3) fostering growth toward both autonomous and interdependent behavior (also called holonomy). The cognitive coaching process is built on a foundation of trust, which is fundamental to success⁵⁸. As teachers work with teachers or

⁵⁴ Ebmeier and Nicklaus, *Opcit*, p.32

⁵⁵ Showers, B. and Joyce B., The evolution of peer coaching. *Educational Leadership*, 53(6), 1996, p.12-16.

⁵⁶ Coosta, *Opcit*, p.2.

⁵⁷ Coosta, *Opcit*, p.2.

⁵⁸ Beach and Reinhartz, *Opcit*, p.170.

supervisors in a coaching interaction, learning is the ultimate goal. They have the opportunity to learn more about themselves, each other, and the teaching-learning process. As the result of the coaching process, teachers are encouraged to reach autonomy – the ability to self-monitor, self-analyze, and self-evaluate – which is another ultimate goal of cognitive coaching⁵⁹. At the same time, teachers have to realize their interdependence as a part of a greater whole within their school.

Cognitive coaching consists of three components: the planning, the lesson observation, and the reflection⁶⁰. Each of the components needs sufficient time to be successful. Making time means providing another way to support professional growth and change in teachers through reflective discussions and analyses of the instructional behavior in class.

Mentoring, over the past decade, reports and related research have come out advocating the enhanced use of mentoring to assist novice teachers within their first years of teaching. Traditionally, many beginning teachers entered the classroom with only minimal opportunity to interact with students and more importantly, learn from master teachers. But recent research projects and publications have addressed mentoring in teacher professional development. Reiman and Thies-Sprinthall⁶¹ in their book described the connection between mentoring, supervision and professional development. Mentoring can serve to augment the succession planning and professional development of schools. Mentors can model a culture of collaboration and collegiality in which best thinking occurs through collective judgment, which is considered to be the best way teachers learn.

⁵⁹ Glatthorn et al., *Opcit.* 45

⁶⁰ Beach and Reinhartz, *Opcit.* p.174.

⁶¹ Reiman, A. J., and Thies-Sprinthall L., *Mentoring and supervision for teacher development*, Longman, New York, 1998, p.23

Mentoring is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved. Mentors support the being of their teacher, providing advocacy, counseling, help, protection, feedback, and information that they would otherwise not have. Main mentoring functions described in the literature are: teaching, sponsoring, encouraging, counseling, and befriending. Beach and Reinhartz⁶² stated that the main roles of mentors are to support, assist, and guide, but not evaluate teacher. Mentors should be respected teachers and administrators highly skilled in communicating, listening, analyzing, providing feedback, and negotiating. They have to be trustworthy and committed to the process. They need to believe in personal and professional development and be adept at adjusting their expectations of the teacher⁶³.

d. *Self-Reflection*

The context for education is ever changing. As a result, teaching should never be viewed as a static profession. In response to changing circumstances, teachers have a professional responsibility, collectively and individually, to reflect on what is happening and why, as well, as the effectiveness of their current teaching practices. Thus, teachers can participate in collective reflection practices, such as peer coaching, cognitive coaching, or mentoring, as well as self-assessment reflective practices. Each teacher “has a responsibility to exercise her or his professional judgment in modifying and refining these practices so that students’ best interests will continue to be served”⁶⁴.

⁶² Beach and Reinhartz, *Opcit*, p.174

⁶³ Smith, S. J., *Teacher mentoring and collaboration. Journal of Special Education Technology*, 17(1), 2002, p.47-48.

⁶⁴ Smith, S. J., *Opcit*, p.11.

Depending on teachers' perceptions and values, a program of self-directed development⁶⁵ can be the most effective for some teachers. Self-directed approaches are ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt⁶⁶ considered this option to be efficient in use of time, less costly, and less demanding in its reliance on others. As Glatthorn⁶⁷ suggested, "*self-directed development is an option provided teachers that enables them to set their own professional growth goals, find the resources needed to achieve those goals, and undertake the steps needed to accomplish those outcomes*". In order to improve instructionally, teachers learn to analyze their own classroom behavior. Although an administrator or supervisor may facilitate the process, assessment of classroom performance begins with teachers who are developmentally ready. Teachers, therefore, need to have self-analysis skills to examine the various aspects of their instructional delivery system.

Self-assessment is regarded as a process of reflection that engages teachers in the variety of activities, such as inventories, reflective journals, or portfolios, for the purpose of instructional improvement by rethinking past experiences and finding new alternatives. But this self-analysis sometimes may not be appropriate. Therefore, to begin the process teachers need to consult with supervisors or peers, and decide on their own plan⁶⁸. According to Glatthorn⁶⁹ to carry out reflective practices and related aspects of professional growth, teachers require appropriate opportunities, supports, and resources provided by the administration and policies.

⁶⁵ Glatthorn et al., *Opcit*, p.199

⁶⁶ Sergiovanni and Starratt, *Opcit*, p.46

⁶⁷ Glatthorn et al., *Opcit*, p.200.

⁶⁸ Sergiovanni and Starratt, *Opcit*, p.47

⁶⁹ Glatthorn et al., *Opcit*, p.201

Thus, self-assessment shifts the responsibility for change from the supervisor to the teacher.

Beach and Reinhartz⁷⁰ discussed seven steps of effective self-assessment supervision. The first step is for teachers to analyze and reflect on their teaching performances. In the second step, teachers use the information from their reflective journals and completed inventories to analyze their effectiveness in self-assessing process. The third step involves feedback from other sources, such as supervisors, peers, and/or students. The fourth step in self-assessment, most important in determining the accuracy of the information from other sources, is analyzing data. The next step involves developing possible strategies for initiating improvement. The sixth step comes as teachers implement the agreed-upon changes in their own instructional behavior. And finally, at step seven, teachers reassess the effectiveness of the change. This model can be effective if teachers are aware of their need to develop. Beach and Reinhartz⁷¹ stated, “the key to successful self-assessment supervision... is to connect effective teaching behaviors with the needs and perceptions of teachers”.

e. *Portfolios*

If teachers want to be involved in their own development and supervision, they must take ownership of the evaluation process. The best avenue for teachers to engage in such practice is the teaching portfolio. A teaching portfolio is a teacher compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher's professional growth and abilities. A professional portfolio can serve many different purposes. Although the portfolio can be time-consuming to construct and cumbersome to review, it not only documents the development of innovative and effective practices, but “it is a central vehicle for the growth of the teacher through self-

⁷⁰ Beach and Reinhartz, *Opcit*, p.180.

⁷¹ *Ibid*, p.149.

reflection, analysis, and sharing with colleagues through discussion and writing”⁷². Wolf⁷³ advocated the importance of this approach by stating that it can capture the complexities of professional practice in ways that no other approach can: “Not only are they [portfolios] an effective ways to assess teaching quality, but they also provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching”. Although each portfolio is different, they usually include teacher resources, references, and professional articles with practical suggestions.

Portfolios can be used to support and enrich mentoring and coaching relationships⁷⁴. Wolf⁷⁵ noted that teachers create portfolios for a variety of reasons, namely, to demonstrate their achievements, to acquire new positions, or to build their own professional development by creating portfolios based on individual growth plans.

f. *Professional Growth Plans*

Professional growth plans are not a particularly new approach to teacher supervision and staff development⁷⁶. Beach and Reinhartz⁷⁷ stated that in order to assess teacher performance, one must consider the instructional intent, the teaching learning interactions, and the results of teachers’ efforts. It is useful for the supervisor to engage teachers in reflective writing, as well as describing the goals and objectives with their perceived results. In the past teachers participated in individual goal setting activities, which now are referred to as professional development plans – “long term projects teachers develop

⁷² Sullivan, S., and Glanz, J., *Alternative approaches to supervision: cases from the field*. Journal of Curriculum and Supervision, 15(3), 2000, p.212-235.

⁷³ Wolf, K., *Developing an effective teaching portfolio*. Educational Leadership, 53 (6), 1996, p.34-37.

⁷⁴ Sullivan, S., and Glanz, J., *Opcit*, p. 212-235.

⁷⁵ Wolf, K., *Opcit*, p.34-37.

⁷⁶ Fenwick, T. J., *Teacher supervision through professional growth plans: Balancing contradictions and opening possibilities*. Educational Administration Quarterly, 37(3), 2001, p. 401-424.

⁷⁷ Beach and Reinhartz, *Opcit*, p. 190.

and carry out”⁷⁸. The teachers are required to reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals. Teachers select the area in which they wish to enhance their skills, put their entire plan in writing, including where to obtain the knowledge, what workshops they will attend, what books and articles they expect to read and how they will set up practice activities. It also includes who will observe them as they begin to implement the new learning⁷⁹. Professional growth plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning”⁸⁰.

g. *Administrative Monitoring*

Administrative monitoring is a process by which the supervisor monitors the staff through brief unannounced visits, simply to ensure that the teachers’ responsibilities are carried out properly⁸¹. While the majority of books on supervision emphasized the inefficiency of this approach, Glatthorn argued “there is persuasive evidence that such monitoring is a key aspect of principal’s role in instructional leadership”⁸². This approach to supervision is viewed by scholars as the remnant of inspectorial supervisory practices. This method is widely used by school administrators in teacher evaluation, and is considered necessary for beginning teachers to measure their success and growth. Administrative monitoring gives the principal information about what is happening in the school, and enables him or her to be aware of any problems. Teachers see the principal as actively involved and concerned. The administrative method is successful when there

⁷⁸ McQuarrie, F. O., Jr., and Wood, F. H., *Supervision, staff development, and evaluation connections*. Theory into Practice, 30(2), 1991, p.91-96.

⁷⁹ Ibid, p. 91-96.

⁸⁰ Fenwick, T. J., *Opcit*, p.422.

⁸¹ Glatthorn et al., *Opcit*, p.3.

⁸² Glatthorn et al., *Opcit*, p.5.

exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader.

B. Effective Supervision

Effectiveness is derived from the word "effective" means "there is an effect" (No consequently, influence, impression)⁸³. While the effectiveness of the means indicates the level of achievement of a goal. Effectiveness show the success achieved in terms of whether or not the targets or goal decided. The result which has come closer to the target means that the higher effectiveness⁸⁴.

Definition of the effectiveness, generally show to what extent by far the achievement of a goal that has been determined beforehand. Then learning can be said to be effective if the implementation of all basic tasks, achievement of objectives, timeliness, their active participation of members. So, effective supervision is a process of supervising something in order to reach the targets or goal decided.

Supervision is an important right and benefit for all those working in social care and children's services. It is the main way in which your organization monitors and reviews your work but also ensures you are properly supported and continue to develop your skills⁸⁵. It is therefore important that you are fully involved and make the most of the opportunities that supervision offers.

Effective supervision is a key to delivering positive outcomes for all people who use adult and children's social care, like schools, offices etc⁸⁶. All organizations therefore need to make a positive, unambiguous commitment to a strong supervision culture. This is likely to be achieved through:

⁸³ W.J.S Poerwadarminta, *Kamus Umum Bahasa Indonesia*, Jakarta: Balai Pustaka, 1979, p. 266.

⁸⁴ Tim Penyusun, *Ensiklopedi Nasional Indonesia*, Jakarta: PT. Cipta Adi Pustaka, 1989, p.12.

⁸⁵ Rowe, Andrea et al, *Providing effective supervision A workforce development tool, including a unit of competence and supporting guidance*, Children's Workforce Development Council, 2007, p.7.

⁸⁶ *Ibid*, p.7.

- a. A clear supervision policy, with practice that supports the policy
The rule of supervision is very clear, no ambiguity. It is important because the process of supervision can be stagnate and the result is still debatable.
- b. Effective training of supervisors
Supervisors do not only judge teachers or educators about what they have done, but also give training how to solve education problems and face the challenges.
- c. Strong lead and example by senior managers
For the beginner teachers or educators, it is important to see strong lead and example by senior managers (teachers or educators) in order to learn many experiences on this job.
- d. Performance objectives for supervision practice in place for all supervisors
Supervisors must be objective when they are supervising teachers or educators. It is about believe to the value and grade which they judge to teachers or educators. If they are not, the result can be uncertainty.
- e. Monitoring of actual practice – frequency and quality
Supervision is one of tools to monitor or observe the actual condition of the one who supervised. Supervisors can see the fact of what they have to value, then they can plan what should be done.
- f. Planned well in advance and only changed in exceptional circumstances
Supervision must be planned well. It means the subjects, instruments, criteria of value, time and place are prepared enough to minimise obstructions in doing supervision.
- g. Inclusive of all the functions outlined in the unit of competence
The instrument of supervision includes all the functions outlined in the unit of competence that mesuared and scored.
- h. Properly and promptly recorded, with notes copied to the individual.

The result of supervision is properly and promptly recorded, with notes copied to the individual teacher or educator. It can be used as reflective data in order to develop the competence and professionalism.

It is important that all supervision discussions are properly and promptly recorded so as to maximize impact, support completion of agreed actions within agreed timescales and to avoid any confusion or disputes. In this last regard it is useful for both people to sign the supervision record, albeit with the opportunity to record any points of disagreement.

The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. For instance, many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting somewhat, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for the exact wording to be agreed, for both to sign the notes at the end of the meeting and for a copy of the record to be given to the supervisee immediately.

Whichever method is chosen, it is important that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor and reinforces the two-way nature of the process.

C. Connection between Supervision and Professional Development

Professional development is a vital component of ongoing teacher education and is central to the role of school staff. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management

skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality⁸⁷. Instructional supervision, with its emphasis on partnership and professional improvement, is an important tool in building an effective professional development program.

1. Characteristics of Supervision as a Professional Growth Model

Supervision for teachers' professional growth and development is grounded in a number of principles and beliefs that emerge from the literature⁸⁸. Little⁸⁹ noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and other long-term professional partnerships, in order to actively construct knowledge and increase their understanding of the teaching-learning.

Supervision is a fundamental part of the total service provided by school systems. Wanzare and Da Costa⁹⁰ stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved. "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance"⁹¹.

Supervision requires the proactive use of linguistic skills⁹². The importance of such skills was emphasized by the approach of cognitive coaching. Supervision is highly dependent on the exchange of ideas among individuals working with each other. Participants in the

⁸⁷ Wanzare, Z., and Da Costa, J. L., *Supervision and staff development: Overview of the literature*. NASSP Bulletin, 84(618), 2000, p.47-54.

⁸⁸ Ibid, p.47-54.

⁸⁹ Little, J. W., *Teachers' professional development in a climate of educational reform*. Educational Evaluation and Policy Analysis, 15(2), 1993, p.129-151.

⁹⁰ Wanzare, Z., and Da Costa, J. L., *Opcit*, p.47-54.

⁹¹ Beach and Reinhartz, *Opcit*, p. 128.

⁹² Arredondo, D. E., Brody, J. L., Zimmerman, D. P., and Moffett, C. A., Pushing the envelope in supervision. Educational Leadership, 53(3), 1995, p.74-78.

supervisory process must be able to communicate their intended meanings clearly and coherently.

Effective supervision can be characterized by such constituents as teaching, learning, reflection, two-way growth, and group collaboration⁹³. Supervisors and teachers must be involved in and committed to rigorous educational and training programs to improve the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process.

2. Fostering Professional Development through Supervision

Wanzare and Da Costa⁹⁴ pointed to four key strategies for enhancing the professional growth of teachers through supervision. First, the establishment and subsequent administrative support and provision of guidance for a systemic and continuing staff development process, supported by collaborative approaches to problem solving⁹⁵, should focus on means of linking new knowledge, on ways of thinking, and on practical use of the knowledge, experience, and values⁹⁶.

Second, teachers need to engage individually and in groups in the concrete tasks of teaching, observation, assessment, experimentation, and reflection. This approach can result in a better understanding of the learning and development processes given their teaching contexts and students⁹⁷.

Third, given the wide variety of supervisory approaches described in the literature, supervisors should match appropriate supervisory strategies to teachers' unique characteristics and their levels of developmental needs. The ultimate goal of supervisors should be to

⁹³ Ibid, p.74-78.

⁹⁴ Wanzare, Z., and Da Costa, J. L., *Opcit*, p.47-54

⁹⁵ Darling-Hammond, L., and McLaughlin, M. W., Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 1995, p. 597-604.

⁹⁶ Glickman et al., *Opcit*, p.60.

⁹⁷ Ibid, p.61.

enable teachers to be self-directed and encourage independent decision making on supervisory techniques⁹⁸.

Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants, such as team planning, sharing, evaluation, and learning to create methods for peer review of practice. In doing so, they promote the spread of ideas and shared learning⁹⁹.

3. Integrating Supervision and Professional Development

Supervision and professional growth are linked processes. According to Sullivan¹⁰⁰, supervision and professional development as fields of educational development are inextricably linked and “can and should overlap as needs and local preferences dictate”.

Supervision and staff development are connected in several ways. McQuarrie and Wood¹⁰¹ regarded one connection to be through the use of data from supervisory activities that can be used in the planning and implementation of staff development to improve instructional practices and as a means of helping teachers to refine and expand skills acquired during in-service training. Staff development is a prerequisite to effective supervision and may be used to prepare teachers and supervisors to participate in supervision programs by teaching them the skills they need to implement and maintain effective supervisory practices. McQuarrie and Wood also noted that both supervision and staff development (1) focus on teacher effectiveness in the classroom; (2) are judgment-free processes that improve teachers’ instructional practices in a collaborative atmosphere; (3) may be provided by teachers, supervisors, and administrators; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

⁹⁸ *Ibid*, p.62.

⁹⁹ *Ibid*, p.63.

¹⁰⁰ Sullivan, S., *Opcit*, p.159.

¹⁰¹ McQuarrie, F. O., Jr., and Wood, F. H., *Supervision, staff development, and evaluation connections. Theory into Practice*, 30(2), 1991, p. 91-96.

Supervision is an important vehicle for staff development. As Glickman et al.¹⁰² suggested, “*The long-term goal of developmental supervision is teacher development toward a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional improvement*”. The authors concluded that teacher development should be a critical function of supervision for three reasons: teachers functioning at higher developmental levels tend to use a wider variety of instructional behaviors associated with successful teaching; teachers who have themselves reached higher stages of cognitive, conceptual, moral, and ego development are more likely to foster their own students’ growth in those areas; and teachers at higher levels of adult learning are more likely to embrace “a cause beyond oneself” and participate in collective action toward school-wide instructional improvement - a critical element found in effective schools research.

The connection between supervision and professional development has changed and become stronger in the recent years. Sergiovanni and Starratt¹⁰³ stated that traditionally improvements have been sought by providing formal and informal in-service programs and activities, the emphasis of which is on training teachers. But in recent years, in-service has given way to professional development, where teachers play key roles in deciding the direction and nature of their professional development. In-service education assumes a deficiency which needs a development of a certain skill. Conversely, professional development assumes that teachers need to grow and develop on the job. Supervisors are viewed as facilitators of such growth.

The planning and conducting of effective professional development programs should be based on and directed by research and best practice¹⁰⁴. In this process, the emphasis is on the development of the professional expertise by involving teachers in problem solving and

¹⁰² Glickman et al., *Op cit*, p. 199.

¹⁰³ Sergiovanni and Starratt, *Op cit*, p. 252

¹⁰⁴ *Ibid*, p. 256

action research. According to Sergiovanni and Starratt¹⁰⁵, “teachers and supervisors share responsibility for the planning, development, and provision of staff development activities, and the focus is much less of training than on puzzling, inquiring, and solving problems”.

Supervisor’s role in professional development emphasizes providing teachers with the opportunity and the resources (teaching materials, media, books, and devices) they need to reflect on their practice and to share their practice with others. Supervisors, therefore, help both indirectly, by promoting opportunity and support, and directly, by collaborating with teachers as colleagues¹⁰⁶. The supervisors need to be aware of the teacher’s professional level and to provide the right framework and accountability for their development.

Professional development needs differ for novice and experienced teachers, and special programs should be developed to meet these needs. Several major concerns of the beginning teachers are outlined, among which are fatigue, work overload, and pressure of being a new teacher.

As Glatthorn¹⁰⁷ stated, beginning teachers can be characterized in terms of their preferences for certain kinds of supervisory processes. First, a general view is that most beginning teachers need the intensive assistance of clinical supervision. They can benefit from the developmental processes of pre-conference, observation, and post conference. Second, the supervisor should work with them in a so-called “flexibly collaborative style”, which presupposes suggestion-based action plan on behalf of the supervisor or mentor.

Administrators can provide opportunities for novice teachers to be engaged in team teaching with experienced professionals. This professional orientation may involve planning for teaching, team-teaching, and providing feedback. The mentor may be an experienced peer, college professor or supervisor, school principal or former teacher.

¹⁰⁵ Sergiovanni and Starratt, *Opcit*, p. 276.

¹⁰⁶ *Ibid*, p. 278

¹⁰⁷ Glatthorn, *Opcit*, p.364.

It is the administrators' responsibility to see to it that mentors are qualified, well-trained, and capable of providing the guidance needed for improving the professional development of novice teachers.

Experienced teachers have special professional development preferences and needs, too. Only a small percentage needs intensive clinical supervision that focuses on the essential skills of teaching¹⁰⁸. The greater number can benefit from collaborative and self-directed models that will foster their continuing professional growth and recognize their unique talents.

In sum, for professional development to be meaningful to both the beginning and experienced teachers, and to lead to the renewal and instructional improvement, Glickman et al.¹⁰⁹ stated that it needs to operate at two levels. First, the teachers as individuals should have a variety of learning opportunities to support the pursuit of their own personal and professional career goals. And second, teachers as part of the educational organization should be willing to define, learn, and implement skills, knowledge, and programs together, in order to achieve the goals of education.

D. Teachers' Perspectives

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task)¹¹⁰. In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family, (homeschooling) rather than in a formal setting such as a school or college. In most countries, formal teaching is usually carried out by paid professional teachers. This article focuses on those

¹⁰⁸ Glickman et al., *Op cit*, p. 201.

¹⁰⁹ Glickman et al., *Op cit*, p. 202.

¹¹⁰ W.J.S Poerwadarminta, *Kamus Umum Bahasa Indonesia*, Jakarta: Balai Pustaka, 1979, p. 345.

who are employed, as their main role, to teach others in a formal education context, such as at a school or other place of initial formal education or training.

However, perspective is the point of view of a person or how one behaves towards a phenomenon or problem occurrence¹¹¹. Perspective is a view side or insight of someone in assessing the problems that occur in the vicinity. So, the perspective is a perspective that comes from one's awareness of an issue that occurs. Perspective can be used as an addition to insight or knowledge of a person in order to see everything that happens with a broad view. So perspectives have characteristics such as: a person who has a perspective that high would think broadly and does not discriminate against something, so do not look at the matter from a narrow view and fragmented, someone who has a perspective that is high will easily be able to interact with people another harmoniously, someone who has a higher perspective able to compete or competent healthily.

Teachers' supervision represents an organizational duty that promotes professional development, perfecting teaching practice and more learning and success for the student¹¹². Being of procedural nature, it has its basis on research-action and it configures ecological, cooperative and formative activities. As such, each teacher can exercise supervision duties, regardless of his/her duties in the organizational structure.

In turn, teachers' evaluation is an organizational duty that accomplishes an overall formal assessment of teacher's competence and performance. Evaluation makes sure that each teacher's performance in the system reveals a minimum level of competence, taking into account the student's success. The converging duties of evaluator, specialist and decision-maker are based on national-level criteria, as well as on objectives and targets stated by each school, within its pedagogical autonomy framework. Hence, the evaluator

¹¹¹ Tim Penyusun, *Ensiklopedi Nasional Indonesia*, Jakarta: PT. Cipta Adi Pustaka, 1989, p.29.

¹¹² Glickman, C., Gordon, S., and Ross-Gordon, J., *The Basic Guide to Supervision and Instructional Leadership*, Allyn and Bacon, 2008, Boston.

exercises duties of global assessment for each teacher, including class observation. Unlike supervision, the relationship between the evaluator and the evaluated is hierarchical, exercised by teachers appointed for that purpose.¹¹³ Summarizing literature review, the main differences are stated in Table 2.1 below.

Table 2.1 Teachers' Perspectives on Supervision

No	Dimensions	Teachers' Supervision	Teachers' Evaluation
1.	Objective	– To enable professional development in teaching.	– To grant a minimum competence in the teachers' performance.
2.	Goals	– To improve teaching development, taking into account the student's teaching, learning and success.	– To evaluate teachers' performance, taking into account the student's success.
3.	Agent	– Supervisor, as facilitator of shared knowledge and training.	– Evaluator, as specialist and decision maker.
4.	Interpersonal Relationship	– Collegiate, each teacher can exercise duties of supervision amongst peers.	– Hierarchical, by the school headmaster and the evaluators appointed administratively.
5.	Perspective	– Formative, focused	– Evaluative, global assessment
6.	Nature	– A process	– A product

Regarding the possibility of teachers' perspectives on supervision, table below shows the grouping of clipping units, in six categories. The perspective of the teachers are corresponding the categories¹¹⁴.

Table 2.2 Teachers' Perspectives on Supervision

No	Categories	Teachers' Perspectives
1.	Objective of Supervision	<ul style="list-style-type: none"> – Enabling teachers' professional growth – Enabling personal growth – Facilitating teachers' evaluation

¹¹³ Coimbra, Maria de Nazaré Castro Trigo. *Supervision and Evaluation: Teachers' Perspectives*, International Journal of Humanities and Social Science, Vol. 3 No. 5; March 2013.

¹¹⁴ Ibid.

2.	Goal of Supervision	<ul style="list-style-type: none"> – Improving teachers' performance, for more quality in teaching and learning. – Improving teachers' performance, for more students' success. – Improving teachers' performance, for more quality in education
3.	Agent of Supervision	<ul style="list-style-type: none"> – Supervisor, promoter of reflection on practices – Supervisor, promoter of shared knowledge amongst peers – Supervisor, facilitator of interpersonal relationships – Supervisor, promoter of the interconnection between theoretical and practical knowledge
4.	Interpersonal relationship in Supervision	<ul style="list-style-type: none"> – Among peers, in the educational community – Democratic, open to constructive dialogue – Availability to listen and clarify – Made difficult due to formal evaluation
5.	Perspective in Supervision	<ul style="list-style-type: none"> – Formative – Auto and hetero-regulated among peers – Focused
6.	Nature of the Supervision	<ul style="list-style-type: none"> – Procedural – Reflective on practices – Shared and cooperative – Based on research-action – Ecological and socio-constructivist

The teachers' perceptions about supervision are possible. Therefore, the focus of dimensions on which supervision are key functions of school organization. The table shows that teachers realize that supervision is requiring complex knowledge and skills, in order to improve teaching performance and promote teacher growth in schools, as learning communities. However, teachers point out the supervisors with a solid training, capable of promoting high-quality teaching and effective professional development. Finally, the study demonstrates the imperative of cooperative work between pupils in schools.

E. Previous Research

To make this more scientific and valid, the researcher provides and shows several previous researches that related to this research.

Table 2.3 Previous Researches

No	Title	Researcher	Year	Institution
1.	Supervision and Evaluation: Teachers' Perspectives	Maria de Nazaré Castro Trigo Coimbra	2013	Centre for Studies on Education and Training (CEEf) Lusófona University of Oporto, Portugal
2.	Determinants of Effective and Ineffective Supervision in Schools: Teachers Perspectives	Dr. Enamiroro Patrick Oghuvbu	2015	Delta State University, Abraka, Nigeria
3.	Students' Perspective of Effective Supervision of Graduate Programmes in Ghana	James Awuni Azure	2016	University of Education, Winneba, Ghana

(Source: *International Journal of Humanities and Social Science*, 2013, 2015, 2016)

The first research goal is to enlighten teachers' perceptions about supervision and evaluation. The result is teachers who participated in this research have an analogue profile of supervisors and evaluators, highly motivated to attain a Master's Degree in Educational Sciences. Their return to university is due to the urgency of acquiring new expertise and competences, seen as indispensable to their new school duties as supervisors and evaluators. Overall, teachers consider that teachers' supervision and evaluation have distinct but complementary functions in educational communities. Thus, they agree that supervision allows for professional growth, improving the teachers' performance and the quality of teaching-learning practices¹¹⁵.

The second research is aimed to identify determinants of effective and ineffective supervision in schools. The results are "There is a perfect positive relationship between identified determinants of effective and ineffective supervision as revealed in this study"¹¹⁶. The recommendations are:

¹¹⁵ Coimbra, Maria de Nazaré Castro Trigo, *Supervision and Evaluation: Teachers' Perspectives*, Centre for Studies on Education and Training (CEEf), Lusófona University of Oporto, Portugal, 2013.

¹¹⁶ Oghuvbu, Enamiroro Patrick, *Determinants of Effective and Ineffective Supervision in Schools: Teachers Perspectives*, University of Education, Winneba, Ghana, 2015.

1. Effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behavior by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular and education in general.
2. Ineffective supervision is characteristic by the mobility of teachers, school heads and parent to control negative situations in the school resulting into destruction of school properties and degeneration of moral values.

The last research is purposed to examine elements of effective supervision from Ghanaian graduate students' perspective. The study found out that the supervisory process was satisfactory though many students do not often complete their thesis in time. Supervisors were friendly, always available for consultation and gave feedback on good time. The study also found that there were no significant differences between graduate students' perceptions towards their supervisors and effective supervision based on program, faculty, and structure of course, gender and semester/year¹¹⁷.

F. Theoretical Framework

Supervision is a continual process that allows teachers the opportunity to facilitate their own professional growth. Each teacher is an individual with a set of preferences and perceptions that cause specific behaviors in different situations. Each school, as an organization, is relatively unique with its own peculiar professional context. The changing situational character of schools or "contingency theory" is currently coming to be understood as a key to effective educational administration¹¹⁸. A contingency view of supervision is based on the premise that teachers are different and that matching supervisory options to these differences is important. In choosing a supervision model,

¹¹⁷ Azure, James Awuni, *Students' Perspective of Effective Supervision of Graduate Programmes*, Ghana, 2016.

¹¹⁸ Hanson, E. M., *Educational administration and organizational behavior (5th ed.)*, Allyn and Bacon, Boston, 2003.

teachers play key roles in deciding which of the options make most sense to them given their needs at the time¹¹⁹. The process gives teachers the support and knowledge they need to change themselves in order to grow professionally.

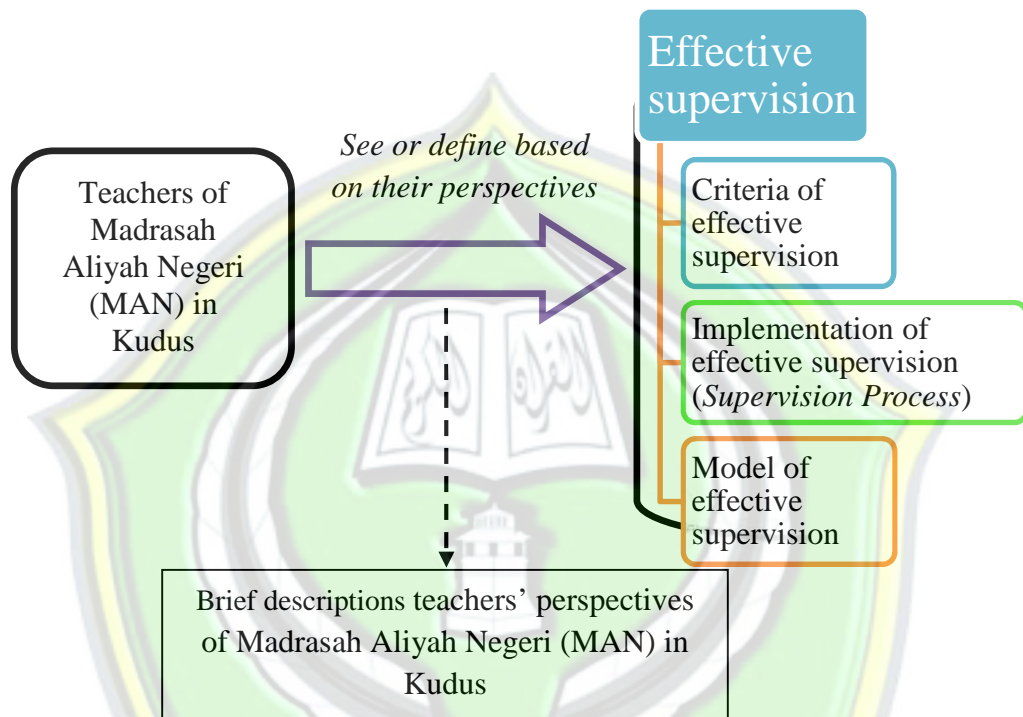


Figure 2.1 Theoretical Framework of the Research

That framework above inspires the writer to conduct this research. He wants to identify what and how effective supervision from research teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus. He hopes it also inspires to the other researchers in the future.

The theoretical framework of this research is the basis of human resource management in education are supported by theories of leadership, character, behavior, and quality of theory and competence theory projected by the Principal in carrying out supervision to enhance the professional competence of teachers. The low quality of graduates cannot be separated from causal to the low competency of teachers that includes personal competence, pedagogical, social and professional, if not explored and

¹¹⁹ Sergiovanni and Starratt, *Opcit*, p.252.

enhanced through management supervision of the Principal of course there will be no fundamental change in the mindset and behavior of educators.

