GUIDED PAPER ON DEVELOPMENTAL SUPERVISION: CRITICAL REVIEW

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ABSTRACT

Currently, developmental models of supervision have dominated supervision thinking and research throughout the world. But its importance were not well known by the implementer like supervisors and teachers and school principals particularly in developing countries. Hence, this guided critical review paper give insight to understand the essence of developmental supervision. The review mainly focuses on basic concepts and rational of developmental supervision, its broad proposition, environment of developmental supervision, its orientations, criteria to choosing appropriate supervision orientations, the intersecting variables to establish criteria, supervisory roles and approaches, application of developmental supervision, its role in school improvement and enhancement of quality education. Researcher tried to see and compare the current trend of developmental supervision of Ethiopia.

KEY WORDS: DEVELOPMENTAL SUPERVISION, ORIENTATION, APPROACHES, SCHOOL IMPROVEMENT

INTRODUCTION

Developmental models of supervision have dominated supervision thinking and research since the 1980s. Underlying this model is the notion that we each are continuously growing, in fits and starts, in growth spurts and patterns.

Different theorists in this regard have contributed their own for its very essence. For instance Maslow (1970) discussed the developmental changes in life as a hierarchical Procession of satisfied needs. Motivation to act is derived from first, physiological need to satisfy hunger, to the need- for security and shelter, To the need for love and belongingness, to the need for recognition, and finally, to the -need to be truly oneself or to be "self-actualized." Erickson (1963), from a psychoanalytic perspective, on the other hand classified this progression of stages as the Overcoming-of conflicts of eight stages in life: (1) trust versus mistrust, (2) autonomy ,versus shame and doubt, (3) initiative versus guilt, (4) industry versus inferiority, (5) identity versus role confusion, (6) intimacy Versus isolation, (7;) generatively versus stagnation, (8)

integrity versus despair. The research by Loevinger (1991, 1983, and 1976) has also more precisely identified adult changes in motivation and life crises. Loevinger integrated testable stages of adult ego development; Adult responses to periods of life break into the following progressive stages: amoral, fearful, dependent, opportunistic, conforming to persons, conforming to rules, and principled autonomy.

From the work of Maslow, Erikson, and Loevinger we can detect a consistent trend of movement from egocentric concern with-one's own case to finally act upon reasoned, universal principles, which transcend the group and interest of humanity. This progression of adult changes provides the basic framework for looking at career specific changes in teachers. Keep in mind that development is based on Identified stages, Stages that are hierarchical (built on each other) and Individual rates of movement through the stages.

Fuller (1969) and others have found that teacher development to parallel adult development in that adults first need to take care of their own needs before looking to the care of their immediate group members (students) before attempting to help others outside of their own work station/classroom or Immediate experience. The individual is first dependent on others before joining and being an active group member, before accepting and being recognized in a leadership role in the group, before making decisions and taking actions that transcend the interests of-one's own group in the best of other all persons.

Thus employees also need to be supervised through various approaches while they are passing through different developmental stages. Having this fact, the following pages will specifically deals about the basic concept of developmental supervision with primary emphasis of educational organizational settings.

1. THE BASIC CONCEPT AND RATIONAL OF DEVELOPMENTAL SUPERVISION

A fundamental concept and assumption behind much of the recent work in professional competency is that the path toward proficiency is developmental and that employees' approaches for various levels of development should vary appropriately. In addition to general descriptions of professionals at each stage of development, the developmental supervision model proposed variations in the type of supervision environments that would most effectively enhance growth, moving from a high degree of structure or directive supervision toward less structured and nondirective supervision. Generally, developmental supervision is based on three broad propositions.

First proposition: because of varied personal backgrounds and experiences, teachers operate at different levels of professional development. They vary in the way they view and relate to themselves, students, and others. Teachers also differ in their ability to analyze instructional problems, to use a repertoire of problem solving strategies and to math appropriate strategies to particular situations. Furthermore, there are variations within the same teacher depending on the particular instructional topic or timing of life and work events.

Second proposition: because teachers operate at differing levels of thought, ability and effectiveness, they need to be supervised in different ways. Teachers at lower developmental levels needs more structure and direction, teachers at higher developmental levels need less structure and more active role in decision making.

Third proposition: the long-range goal of supervision should be to increase every teacher's and faculty ability to grow towards higher stages of thought. More reflective, self-directed teachers will be better able to solve their own instructional problems and meet their students' educational need. Further, if the goal of education in a democratic society is to produce responsibility learner and decision makers, then teachers who are themselves autonomous and independent will be better able to facilitate students' growth to ward such ideals. Put simply, thoughtful teachers promote thoughtful students.

2. DEVELOPMENTAL SUPERVISORY ENVIRONMENT

The supervisors are persons with responsibility for improving a workers performance. They might be a principals, subject matter specialists, assistant principals, department chair person, head teachers, or central office consultants particularly in educational institutions. There are two environments for these supervisors and supervisees in certain organization to interact with and work together. Clarification of these environments, with the abstraction and commitment level of employees, will be used to determine the appropriate supervisory orientation on certain group of workers.

Controlling environment: restrict individual choice, gain compliance and create resistance. The supervisors under the formal channel of communication provide the guideline and tell the worker what to do. There is no/little room for choosing actions according to the individual interest and curiosity.

Informational environment: expand individual choice, promote autonomy, and encourage commitment to improvement. It is the one in which the individuals considers alternative sources of feedback on their performance, think the consequence of their action, and choose according to their interest and curiosity. The premise of informational environment is that human are innately curious and desire to follow their inclination.

3. ORIENTATIONS OF DEVELOPMENTAL SUPERVISION

Supervisors might have a pool of approaches to successfully discharge their duty and accomplish the desired result (Glickman, 1981). The followings are some of the orientations that they may use at different developmental stages of their down lines.

3.1 THE DIRECTIVE ORIENTATION TO SUPERVISION

A directive orientation to supervision would include the major behavior of clarifying, presenting, demonstrating, directing, standardizing and reinforcing. The final outcome would be an assignment for an employee to carry out over a specified period of time. A directive supervisor would believe that the employee needs definite, immediate and concrete help to get the job done.

Standard of performance need to be determined and time line of specific employee of action must be assigned. The supervisors' domain of behavior in this approach includes:

Clarifying the employees' problem and perhaps asking them for the confirmation or revision.

Presenting their own ideas on what information should be collected and how it will be collected.

Directing the employee after data collection and analysis on the actions that needs to be taken.

Demonstrating for the employee appropriate behavior or asking the employee to observe in another workstation.

Setting the standard for improvement based on the preliminary baseline information.

Reinforcing by using material or social incentives.

3.2 THE COLLABORATIVE ORIENTATION TO SUPERVISION

It would include the major behaviors of listening, presenting, problem-solving, and negotiating. The end result would be a mutually agreed upon contract by supervisors and employees that would delineate the structure, process and criteria for subsequent work/instructional improvement. The collaborative might decide to speak casually with employee to see it help is desired or wait for her to initiate a conversation.

The collaborative orientation can be simplified along the supervisory behavior continuum. The final product is contract, agreed to by both and carried out as a joint responsibility:

a. The supervisor encounters the employee with his or her perception of work area needing improvement (presenting)

b. The supervisor asks for employee perceptions of working area (clarifying)

c. The supervisor listen to employee perception(listening)

d. The supervisors and employee propose alternative action for improvement (problem solving)

e. supervisors and employees discuss and alter actions until a joint plan is agreed up on (negotiating)

3.3 THE NON-DIRECTIONAL APPROACH

The non-directional orientation to supervision rests on the major premise that employees are capable of analyzing and solving their own instructional problems. Only when the individual sees the need for change and takes major responsibility for it will instructional improvement be meaningful and lasting. Therefore, the supervisor wishes to act a facilitator for employees by imposing little formal structure of direction. This doesn't mean that the supervisor is passive and allows the employees complete autonomy. Instead s/he actively uses a behavior of listening, clarifying, encouraging and presenting to channel the teacher towards self-discovery. The supervisor leaves the discovery to the employee but takes initiative to see that it occurs. A non-directive supervisor more than collaborative of directive supervisor probably would not use such

a standard format of supervision. Instead depending on the teachers need, the supervisor might simply observe the teacher without analyzing and interpreting, listen without making observations or arrange in-service and provide requested materials and resources.

The following table summarizes supervisory environments with different approaches of supervision.

Table 1: *Supervisory environment and supervisory orientations*

Environments	Approaches		
	Directive	**Collaborative**	**Nondirective**
Informational	Supervisor's information for teacher to consider	Share information for both to consider	Actively listening to teacher's information
Controlling	Supervisor telling teachers what to do	Type of involvement: make teacher believe s/he shared the decision	Manipulating teacher to think s/he is making own decision

Thus the supervisor might choose one of the given approaches as per the environment that s/he work in.

4. CRITERIA'S FOR CHOOSING APPROPRIATE SUPERVISORY ORIENTATIONS

If all employees or teachers were alike it would be easy to determine the most effective supervisory orientation, however the research impact of various supervisory styles on the teachers perceptions and behaviors, to say the least is bewildering. In recent years, two critical elements of teacher effectiveness have been found: teacher's commitment and teacher's ability to think abstractly.

Both elements are developmental in that specific levels of growth can be assessed. It is in knowing the levels of commitment and abstraction an individual teacher possesses that a criteria for deciding upon appropriate supervisory behaviors emerges.

4.1 LEVEL OF COMMITMENT

Educators -Indicate that some teachers make; a tremendous. "Commitment" to teaching and some make little or no "commitment." Commitment is larger than concern because it includes time and effort. A teacher who has less commitment is really a person who is viewed as-caring only about himself or herself, simply going through the motions to keep one's job, not caring about improving or willing to give time and energy to look at possible ways of improving. Generally teachers can be viewed along a commitment continuum, moving from low to high.

Table 2: Commitment Continuum of Teachers

Low commitment	High commitment
Ю Little time or energy expended Ю Little concern for students Ю Primary concern with keeping one's job	Ю Extra time or energy expended Ю High concern for students and other teachers Ю Primary concern with doing more for others

One might readily identify teachers in a school or organization along this continuum, some teachers fall in the low end. Some at the high end and many fall somewhere in between, For example, a teacher of moderate commitment might work hard In single academic area and neglect others, or work diligently with in a particular group of students and spend less time with others. Most teachers anyways fail into the middle range.

4.2 LEVEL OF ABSTRACTION

It is the ability to form more orientations towards the environment and the interpersonal world. Moreover, abstract or symbolic thinking is the ability to move away from the visual, tactile identification of a property and the ability to "mediate" with the mind, to re-categorize, and to generalize. If one can categorize the issue of discipline in only one way, then the person is "blinded" to other ways of working with students. It is only when one can re-categorize or synthesize the characteristics of its problem that alternative actions can be identified and analyzed.

A teacher's ability to Stand back from his or her classroom to clarify his or her own instructional problems (management, discipline, record keeping. organization. student attitudes), determine alternative solutions to these problems and then to plan a course of action is an abstract process. It stands to reason that teachers who have skills for problem solving and who can judge consequences of alternative actions will be more effective in meeting the instructional needs of students. A teacher who does not have such abstract ability is limited in finding an appropriate course of action.

Teachers at high levels of cognitive development, where abstract symbolic thinking predominates, are able to function with greater flexibility and complexity in the classroom. Low level thinking about problems usually results in repeating one or two habitual responses to ongoing problems or in defining an incomplete plan of action. The supervisor might think of teachers along a continuum of abstract thinking.

Table 3: Levels of Abstract Thinking

Level of Abstraction		
Low	**Moderate**	**High**
Confused about the problem	Can define- the problem	Can think of the problem from many perspectives
Doesn't know what can be done	Can think of one or two possible responses to the problem	Can generate many alternative plans
Has one or two habitual responses to problems	Has trouble thinking through a comprehensive plan	Can choose a plan and think through each step

Teachers with low abstract thinking ability are not sure if they have a classroom problem or, if they do, they are very confused about it. They don't know and need to be shown what can be done. They normally have a limited repertoire of one or two solutions such as regardless of whether the problem involves misbehavior, underachievement, or inappropriate textbooks.

Teachers with moderate abstract thinking ability can usually define the problem according to how they see it. They can think of one or two possible actions but have problems in coordinating an overall plan.
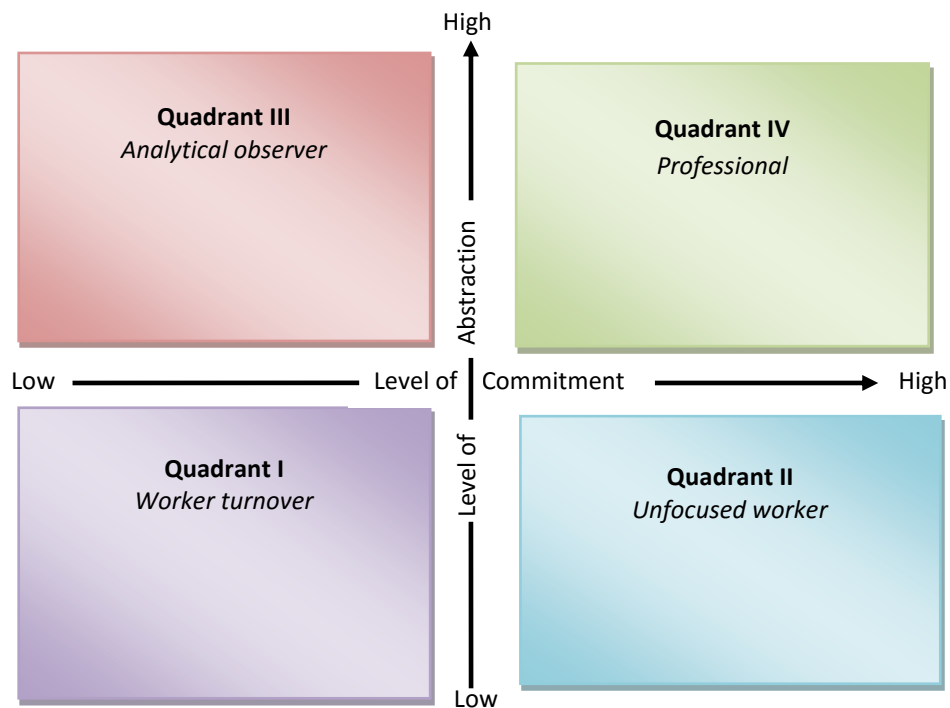
Teachers with high abstract thinking ability can view the problem from many perspectives. (One's own. students', parents', aides administration) and generates many alternative solution. They can think through the advantages and disadvantages of each plan and decide upon one. They are willing to change if the predicted consequences do not materialize. When planning, they can judge additional problems that might arise and systematically provide prevention.

5. INTERSECTING VARIABLES TO ESTABLISH CRITERIA

Using the two developmental variables, level of teacher commitment and level of abstraction, the supervisor can assess an individual teacher. The assessment can be accomplished with simple paradigm with two intersecting lines, one line of commitment going from low to high and one line of abstraction going from low to high. There are four quadrants or boxes that define types of teachers.

Quadrant I: This teacher has a low level of commitment and a low level of abstraction. They referred to as a worker/teacher dropout. They simply go through the minimum motions in order to keep their job. They have little motivation to improve their competencies, and furthermore, they can't think about what changes could be made is quite satisfied to keep the same routine day after day. The causes of any difficulties are blamed on others. In this teachers view it is the student or administration or community that need help, never the teacher. They come to work on time and leaves as soon as officially permissible.

Fig 1: Paradigm of teacher categories

Quadrant II: These employees have high level of commitment but low level of abstraction. They are enthusiastic, energetic and full of good intentions. They desire to become a better employee and make their work environment more exciting and relevant to others. They work very hard and usually leave schools staggering under materials to be worked on at home. They have lack of ability to think problems though and act fully and realistically. These employees are classified as an unfocused worker. They become involved in multiple project and activities but become easily confused, discouraged, and swamped by self-imposed and unrealistic tasks. As a result rarely does this employee complete any instructional improvement effort before undertaking a new one.

Quadrant III: these employees have low level of commitment but a high level of abstraction. They are the intelligent, highly verbal people who are always full of great ideas about what can be done in their own work station, in other work station and in the organization as a whole. They

can discuss the issue clearly and think through the steps necessary for successful implementation. These employees are labeled the analytical observer because their ideas often don't result in any action. They know what need to be done but they are unwilling to commit time, energy and care necessary to carry out the plan.

Quadrant IV: these employees also have both high level of commitment and high level of abstraction. They are the true professional, committed to continually improve themselves, their followers and fellow faculty. They can think about the task at hand, consider alternatives, make rational choice and develop and carryout an appropriate plan of action. Not only can they do this for their work station but with the department as a whole. They are regarded as by others as informal leader, one to whom others go willingly for help. Not only do they provide ideas, activities and resources but such a person becomes actively involved in seeing and proposed plan to its completion. They are thinker and doer.

6. MATCHING THE STAGES WITH TEACHERS CHARACTERISTICS

By focusing on the two variables, level of commitment and level of abstraction, that are related to employees/teachers effectiveness, the supervisor can begin to think about individual teachers as developmentally different.

With such a scheme, the supervisor can determine a starting point for using supervisory orientations with individual teachers. The Teacher Dropout is matched with the directive orientation, the Analytical Observer is matched with the collaborative orientation with emphasis on negotiating, the Unfocused Worker is matched with the collaborative orientation with emphasis on presenting supervisor ideas, and the Professional is best matched with a nondirective orientation to supervision.

Having established four quadrants for assessing teachers, the supervisor can Judge the rang of practices that he or she needs to use. If the Staff is fairly uniform in the level of abstraction and the level of commitment then the number of orientation to be employed for effective supervision are at least for the moment reduced.

If the staff is composed of mostly teacher dropouts then the supervisor might emphasize a directive orientation by giving teacher assignment. If the staff is composed of well-intentioned unfocused workers or thoughtful analytical observer, then collaborative orientation of setting a frame work for choice would be suitable. If the composition of the staff is mostly professionals, then a nondirective orientation that releases the knowledge wisdom and effort of the teachers would be ideal. Supervisors would have an easier job if teachers were all on the same levels. However, we profess to live in a society that prizes individuality above conformity and heterogeneity above homogeneity and as a result, students and teachers tend to be quite dissimilar.

On the other hand, some caution need to be made here concerning the organization relationship between the individual providing supervision and the teacher or group receiving supervision. Meaning, the role that the supervisory play may also determine the approaches to be

implemented in course of developmental supervision. The following table summarizes the approaches appropriate for particular supervisory roles.

Table 4: Supervisory Role and Approaches

Supervisory Role	Approaches Appropriate for Particular Supervisory Roles			
	Directive	Directive Informational	Collaborative	Nondirective
Line supervisor	X	X	X	X
Staff supervisor		X	X	X
Lead teacher		X	X	X
Designated mentor		X	X	X
Peer coach			X	X

Directive supervision is used by supervisors in line relationship with teachers (supervisors who have been given formal authority). Informational directive supervision should be used by the organizations which have special expertise and supervisors with line, staff, and lead and designated mentor role. Collaborative and nondirective orientation of supervision would be implemented by supervisors with all type of supervisory role.

7. APPLYING DEVELOPMENTAL SUPERVISION

There are three phases of developmental supervision while applying the model in practical working environments.

7.1 PHASE ONE: DIAGNOSTIC

The developmental supervision first task is to diagnose the level at which a teacher or group of teachers is functioning in regard to a particular instruction or curricular concern. The central determinant in the supervisor's diagnosis is the level of abstraction and commitment exhibited by the teacher or group. The supervisor makes this diagnosis by talking with and observing teachers in action and asking them questions such as "what do you see as areas to classroom instructional improvement?" The best way to determine teacher characteristics and supervisory approach is to combine observations of teachers in action with supervisory teacher discussions.

7.2 PHASE TWO: TACTICAL

The supervisor's next step is tactical, focusing on the immediate concern of helping teachers solve current instructional problems. The tactical phase initially involves matching supervisors to

the level of teachers' abstraction and commitment. It is the functional dimensional of the model, concerned with the approach most likely to produce a satisfactory solution.

7.3 PHASE THREE: STRATEGIC

The real and more important developmental dimension of the model is the third phase. The strategic phase aimed at accelerating the development of teacher abstraction, helping teachers to think harder and smarter and stimulating their problem solving abilities. There are commonly two strategies, all long-term propositions, intended to promote growth in teacher abstraction.

Strategy one:
Gradually expose teachers to new ideas, ways of viewing students, and instruction, problem-solving techniques and teaching methods. At first such new ideas should be related to concepts that teachers already understand and value.

Strategy two:
Gradually lessen teachers' dependence on the supervisor during decision-making conferences. This can be done by gradually decreasing the structure provided by the supervisor while simultaneously increasing the teacher's decision making role.

Strategy three:
The supervisor shall involve teachers' exhibit lower levels of abstraction with teachers' exhibit slightly higher levels in problem-solving sessions. Such optimal mismatch can result in conceptual growth for teachers exhibiting lower abstraction.

The three phases of developmental supervision make for a complex model of instructional leadership and are summarized below.

Table 5: Phases of applying developmental supervision

Phases of Developmental Supervision			
Phase	**Purpose**	**Goal**	**Supervisory technique**
Strategic	Developmental	Increase teachers abstraction, commitment and self-direction	Gradual exposure to new ideas, incremental decrease in structure, increase in teacher responsibility; optimal mismatches with other teachers
Tactical	Functional	Meet instructional need/solve instructional problem	Match supervisory approach(direct supervision, collaborative or nondirective) to teacher level of abstraction and commitment (low, moderate or high)
Diagnostic	Functional and developmental	Determine current teacher level of abstraction and commitment (low, moderate and high)	Observe and interact with teacher compare teacher behavior to research on teacher abstraction.
Strategic phase, once begun is ongoing. Diagnostic and tactical phases continuously repeat			

Phases of Developmental Supervision			
Phase	Purpose	Goal	Supervisory technique
during the strategic phase.			

The model of developmental supervision is complex. Level of abstraction will vary not only among individuals and groups but within the same individual or groups depending on the particular instructional concern. Also a stage of development is not reached permanently but can change with new teaching situations, personal life happenings, and altered professional work conditions.

8. GENERAL CONSIDERATIONS

As it has been mentioned earlier, the long-term goal of developmental supervision is teacher development to the level of capacity by which they will able to assume full responsibility for instructional improvement. Teachers with higher developmental levels tend to use a wide Varity of instructional behavior in relation to successful teaching. Besides teachers who have reached high level of cognitive, conceptual and moral and ego development are more likely to foster their students' growth in that area. Teachers at higher levels of expertise and commitment are more likely to participate in collective actions towards school improvement.

Laying the developmental supervision down in practical arena is not probably an easy task. The following *two facts* need to be taken into account while dealing with this model.

Individual or group level of development, expertise and commitment may vary. As a general guideline, use controlling directive approach if most characteristics of an individual indicate extremely low decision making capacity. Informational directive supervision if most attributes point to a fairly low capacity, a collaborative approach if most characteristics indicate a moderate capacity, non-directive supervision if most attributes point to a higher capacity for decision making. When working with an individual or group with widely fluctuating characteristics, a collaborative approach with probably be most effective.

Characteristics of teachers and groups might change in certain situation. The developmental supervisor sometimes must change supervisory behavior in order to adapt to a change in the teacher or groups situations.

A lot research endeavors have been carried out to diagnose the teachers preference for supervisory approaches. According to these studies, experienced teachers vary in their preference of supervisory behaviors between nondirective and collaborative. Between the two collaborative is preferred by majority of teachers. Directive forms of supervisory behavior are preferred by only a small minority experienced teachers. Students and beginning teachers initially prefer a directive informational approach or collaborative approach by their supervisee.

9. WHAT DEVELOPMENTAL SUPERVISION IS NOT

In describing teachers who fall into the quadrants of teachers' dropout, unfocused workers, analytical observer, and professional, it is crucial to note that development is not a function of age or years of service. They are older teachers who are in quadrant one (teacher dropout); they are teachers who are in quadrant four (professional); and there are teachers of all ages and levels of experience who are scattered throughout the quadrant. Neither age nor experience of the teacher is a crucial variable in determining the appropriate supervisory orientation to employee. The selection of appropriate supervisory orientation must follow the assessment of the variables of level of abstraction and level of commitment for each individual.

Developmental supervision is not contingency or situational theory. It is not a theory to label teachers into fixed categories it does not lend itself to algorithms of prescriptive actions. Rather it is a theory about understanding the aim of our work in relation to ourselves and others. A democracy such as ours aims at educating students to become thoughtful and independent citizens who ultimately will make decisions in the best interest of all.

10. THE ROLE OF DEVELOPMENTAL SUPERVISION IN SCHOOL IMPROVEMENT

In order to discharge one of the supervisors' responsibilities, school improvement, in a competent fashion, a supervisor in the modern school should be well prepared to perform the following major roles.

- To aid the teacher and the principal in understanding students and others better.
- To help the teacher develop and improve individually and as a co-operating member of the school staff. This is one of the big and difficult roles that the supervisor may be required to play.
- To assist school personnel in making more interesting and effective use of materials of instruction.
- To help the teacher to improve his method of teaching.
- To make the specialized personnel in the school system of maximum assistance to the teacher.
- To assist the teacher in making the best possible appraisal of the student.
- To stimulate the teacher to evaluate his own planning, work, and progress.
- To help the teacher achieve poise sense of security in his work and in the community.
- To stimulate faculty groups to plan curriculum improvement and carry them out cooperatively, and to assume the major responsibility in coordinating this work and in improving teachers' education in service.
- To acquaint the school administration, the teachers, the students and the public with the work and progress of the school.

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