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Teachers' Perceptions of the Effectiveness of the Post Observation Conference

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TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS OF THE POST OBSERVATION CONFERENCE

by

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ABSTRACT

The purpose of the study was to research the post observation conference as defined by Bellon & Associates. Specifically, the researcher examined the perceived effectiveness of the post observation conference in making teachers more aware of their own teaching behaviors. The specific question which provided the focal point for this project was: According to teachers' perceptions, do the elements of the post observation conference (pattern identification, pattern assessment, self-analysis, trust, reconstruction, and recommendations for future instruction), make teachers more aware of their own teaching behaviors?

A survey was constructed and sent to teachers of five secondary schools, in the State of Illinois, who were currently using the Bellon an Associates supervisory process.

The results of the study showed that the components of the post observation conference increase teachers' awareness of their own teaching behaviors. As a result of this research the following recommendations were made:

1. Administrators, supervisors, instructors, and school districts who are not using the Bellon and

Associates synergetic supervision process should consider implementing the process.

2. Supervisors should place greater emphasis on identifying teaching patterns.

3. Inservices should be conducted to help train teachers to self analyze their own data.

4. Less emphasis should be placed on reconstructing the lesson (except for teachers with one to two years of teaching experience).

5. Recommendations for future instruction should focus on the greatest need and be few in number.

The findings and conclusions of the study suggest further research in the following areas.

1. It is recommended that research be undertaken to determine the possible effects of synergetic supervision on student achievement.

2. It is recommended that research studies be conducted to compare teacher and student outcomes of this supervision model to other clinical, or non clinical, supervision models.

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CHAPTER I

NATURE AND SCOPE OF THE STUDY

Introduction

Education, as we embrace it today, was the child of an evolution which is as old as the concept of teacher and student itself. Initiated as a rite for the elite, education in the United States represented the cherished belief that, "...a free, democratic society rests upon the knowledge, wisdom, and intelligence of its citizenry..." (Lucas, 1972, p. 540). It has been recognized that the role of education was integral to the goals, nature, and impetus of our nation's achievements. The educator, therefore, has found himself in a dynamic state, and has continually sought to match the pace of a society which energizes itself through change.

Public mandates, political patronage, and legislative expectations have effected the educators search for excellence. Historically, the role of the teacher in education has answered to dictates from selectmen, political or religious in nature; professional supervisors who focused upon school inspection as opposed to instructional improvement; and, finally, to educational

supervisors interested in the quality of education (Lucas, 1972).

The role of instructional supervision today was"...typically described as a series of steps or behaviors carried out under the leadership of an administrator, focused on the classroom and promoting the professional growth of teachers." (Odden, p. 84, 1985). The purpose of supervision, improvement, was reflected in the different philosophies regarding teaching, learning, and the roles of teachers and administrators (Odden).

The clinical approach to supervision recognizes teaching as a decision-making activity which found its support in research and many sources of knowledge. The instructional supervisor enabled the teacher to analyze what was occurring in the classroom, encouraged the growth of a collegial relationship, and worked with the teacher to solve the problems of classroom instruction.

The instructional supervisor then sought to provide the teacher with formative supervision which would result in improved instruction. "Examination of practice, with the possibility of revealing flaws and mistakes, is a risky business and must be conducted in an atmosphere of support and encouragement. When there is opportunity, trust, and the will to change, however, the possibilities for real and sustained improvement are great." (Watts, 1985, p. 124).

The instructional supervision addressed in this research was based upon a collegial relationship and sought to minimize the unknown self as identified in the Johari Window (Luft, 1969). Bellon & Associates' (1982) supervision process encouraged the development of the collegial relationship through the use of a pre observation conference, observation, and a post observation conference which recognized the value of teacher input and the necessity for joint decision making.

"Since the major purpose of a conference is instruction rather than evaluation, the supervisor's role includes teaching new behaviors, identifying alternative strategies, and facilitating self-analysis." (Killion and Harrison, p. 98). The post observation conference, which was the focal point of this research, had methodically increased its level of importance in many formats of the supervision process. "A conviction that the post observation conference is conducted primarily to assist competent professionals improve their performance serves as the fulcrum for the conference process." (Sweeney, 1983, p. 136).

Statement of the Problem

Sergiovanni indicated that classroom teachers were often unaware of their beliefs, assumptions, theories or objectives (p. 314). Publicly, teachers espoused one

theoretical base and assumed that their classroom behaviors were governed by these beliefs. However, privately, or even unknowingly, they harbored other beliefs which actually governed their classroom behaviors. Teachers were often unaware that their classroom behaviors and decisions contradicted their espoused platforms (Sergiovanni, p. 315).

A lack of congruency between the espoused platform and the platform in use, when known, presented a dilemma to the classroom teacher. Congruency is established when the espoused theory of a teacher matches the theory in use. As Argyris and Schon suggested:

> When someone is asked how he would behave under certain circumstances, the answer he usually gives is his espoused theory of action for that situation. This is the theory of action to which he gives allegiance, and which, upon request, he communicates to others. However, the theory that actually governs his action is his theory in use. This theory may or may not be compatible with his espoused theory; furthermore, the individual may or may not be aware of the incompatibility of the two theories. (Argyris and Schon, p. 7).

The Johari Window, a theoretical framework developed by Joseph Luft and Harry Ingham, provided a useful way of understanding how known and unknown platform dimensions of teachers fit into clinical supervision. In this case the Johari Window depicted the relationship between the teacher and the clinical supervisor. Four cells are depicted in the Johari Window and each represented a different combination of what the teacher knows or does

not know about his or her teaching as contrasted with what the supervisor knows and does not know about the teacher's teaching. This theory is illustrated in figure 1.

	Supervisor Knows About The Teacher	Supervisor Does Not Know About The Teacher
Teacher Knows About Himself	Public Self 1	Hidden Self 2
Teacher Does Not Know About Himself	Blind Self 3	Undiscovered Self 4

Figure 1

Johari Window

Clinical supervision sought to broaden the public self, or the first cell; reduced the second cell, the hidden self; reduced the blind self or the third cell; and the fourth cell, the undiscovered self, remained unknown to both the teacher and supervisor (Sergiovanni, p. 317).

The problem addressed in this research, which investigated a specific teacher supervision model, was as follows: According to teachers' perceptions, do the elements of the post observation conference (pattern identification, pattern assessment, self-analysis, trust, reconstruction, and recommendations for future instruction), as defined in the Bellon & Associates process, increase teachers' awareness of their own teaching behaviors?

Questions to be Answered

Specific questions addressed in this research were as follows:

1. Do teachers become more aware of their own teaching behaviors as a result of the reconstruction component of the post observation conference?

2. Do teachers become more aware of their own teaching behaviors as a result of the pattern identification component of the post observation conference?

3. Do teachers become more aware of their own teaching behaviors as a result of the pattern assessment component of the post observation conference?

4. Do teachers become more aware of their own teaching behaviors as a result of the self-analysis component of the post observation conference?

5. Do teachers become more aware of their own teaching behaviors as a result of the development of the collegial relationship, or trust component of the post observation conference?

6. Do teachers become more aware of their own teaching behaviors as a result of the recommendations made for future instruction during the post observation conference?

Demographics

The impact of the following demographic components as they related to the effectiveness of the feedback provided in the post observation conference was addressed:

1. years of teaching experience
2. length of relationship with supervisor
3. sex of teacher and supervisor
4. years of experience with the process

Pilot Study

A pilot study of the survey was conducted by mailing the survey and an accompanying evaluation form to 58 professionals who have attended the Bellon & Associates' Leadership Conference which was held in Knoxville, Tennessee, during the summer of 1987. All of the professionals who participated in the pilot study had achieved an acceptable level of proficiency in the Bellon & Associates process, as defined by Jerry Bellon.

Upon reception of the survey and evaluation forms distributed for the pilot study, an analysis of the data was conducted through the main frame computer at Loyola University utilizing the SPSS-X Program. Both a qualitative and quantitative approach were incorporated to determine the reliability and validity of the instrument. Reliability was addressed through the use of the Cronbach alpha statistical method. Reliability was at an alpha equal to .8795. Construct and content validity weredetermined through a qualitative approach. An item analysis and an evaluation form were completed by the participants in the pilot study. A copy of the evaluation form can be found in the appendix.

Procedure of the Study

The revised survey was distributed to the sample population which consisted of teachers in the following schools: Bolingbrook High School, Romeoville High School, Hinsdale Central High School, Adlai Stevenson High School and Libertyville High School. All schools involved in the study have adopted the Bellon & Associates Synergetic Supervision process.

The final format of the survey consisted of fifteen statements, one rank order question and five demographic questions. The information gathered provided data about teachers' perceptions of how the post observation

conference has increased their awareness of their own teaching behaviors. Teachers were asked to rate each statement on a four point Likert Scale ranging from strongly agree to strongly disagree. A copy of the survey distributed is indicated in the appendix.

Statistics

The following quantitative tests and statistics were used: (1) Cronbach's alpha to test the instrument's reliability, (2) frequency tabulation, (3) crosstabs (4) chi-square, and (5) Kendall's coefficient of concordance.

The SPSS-X program and the mainframe computer of Loyola University of Chicago were used to determine the reliability and to answer questions one through six. It was determined that the statistical method of Cronbach's Alpha would be the appropriate statistical tool to determine reliability of the survey. The number of cases was 37 (ten cases had missing data and were not included in this test), and the number of items analyzed was 16. To answer research questions one through six, a frequencies tabulation and a Kendall coefficient of concordance was computed. It was felt that knowledge of certain factors relative to years taught, years involved in the Bellon & Associates supervision process, number of years supervised by same supervisor, participant's sex,

and supervisor's sex would provide valuable information in better understanding the six research questions. Therefore, crosstabs and chi-square were performed to check for comparisons and determine significance. It was determined that a .01 level of significance would be used for the chi-square analysis.

Importance of the Study

The synergetic process of supervision, as defined by Bellon & Associates, has been used in public schools throughout the United States since 1963 (Bellon & Bellon, 1982, p. 5). The role of synergetic supervision has become more prevalent in the educational society of the United States as accountability for public educators has increased, the student enrollment in public schools has declined, and state and federal legislatures have sought to provide recommendations for effective and successful supervision programs which will result in improved instruction (Bellon & Bellon, pp. 6-7).

Although the use of the synergetic process of supervision has increased and continues to grow each year, research on the effectiveness of the process as perceived by the teacher has not been secured.

This research will provide the schools presently using the synergetic process with information which will give credibility to their supervision programs and provide

specific data regarding the importance of the various components integral to the process.

Basic Assumptions

There are six basic assumptions which were inherent in the Bellon & Associates' Supervision process. These were as follows: People wanted to improve their performance, objective feedback helped to improve performance, pervasive patterns of teaching behavior were identified, changing selected patterns of teaching behavior resulted in improved instruction, feedback to improve performance was most effective when there was mutual trust, and the primary goal of the supervision process was to improve instruction. Originally, the synergetic supervisory program was based on four assumptions (Bellon & Bellon, 1982). However, as a result of feedback from those individuals who have been actively involved in the process, two assumptions have been added (Bellon & Bellon).

The first assumption, People Want to Improve Their Performance, is an expectation which forms the foundation for all of the aspects of the synergetic process of supervision (Bellon & Bellon, 1982). A supervisory program must be based upon the assumption that people want to improve their performance. The benefits which would result from any other type of program would be negligible.

Secondly, the synergetic process of supervision assumes that Objective Feedback Helps to Improve Performance (Bellon & Bellon, 1982). Feedback, presumed to be judgmental or subjective in nature, is easily rejected. However, objective data are credible and "...provide a solid basis for making changes which will result in improved teacher performance." (Bellon & Bellon, 1982, p. 28).

The third assumption, Pervasive Patterns of Teaching Behavior Can Be Identified, is integral to the debate regarding the scientific or artistic nature of the teaching profession (Bellon & Bellon, 1982).

> "If one accepts the position that teaching is an art, and that good teaching seems to come naturally, there would be little need for any form of instructional supervision. It is true that some teachers seem to be better suited to teaching than others. It has been found that the most talented teachers want to improve their performance...The identification of pervasive patterns of teaching behavior is an important step in the instructional improvement process." (Bellon & Bellon, 1982, p. 28).

Assumption four indicates that When Selected Patterns of Teaching Behavior Are Changed Instruction Can Be Improved (Bellon & Bellon, 1982). There has been a major effort in recent years to determine characteristics of effective teaching. As a result of this endeavor it has been established that "Instruction can be improved if the identified teaching patterns are analyzed in terms of

their relationships in a specific classroom setting." (Bellon & Bellon, 1982, p. 28).

The fifth assumption, Feedback to Improve Performance Will Be Most Effective When There is Mutual Trust, rests upon the idea that in order for change to occur, the need for change must be identified (Bellon & Bellon, 1982). "The specific approaches used in the synergetic supervisory program have been developed to encourage mutuality and trust." (Bellon & Bellon, 1982, p. 29). A positive relationship between the teacher and observer establishes a feeling of shared responsibility regarding changes for instructional improvement.

Finally, the sixth assumption emphasizes that the Primary Goal of the Supervision Process is to Improve Instruction (Bellon & Bellon, 1982). "The synergetic supervision program is designed to improve instruction. Instructional improvement should be based on a cooperative effort and shared responsibility." (Bellon & Bellon, 1982, p. 29).

Definitions of Terms

The following definitions are provided for the more significant terms of this study:

Clinical Supervision

> Clinical supervision may therefore be defined 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 the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the student's learning by improving the teacher's classroom behavior (Cogan, 1973, p.9).

The cycle of clinical supervision consisted of eight phases: Phase (1) establishing the teacher supervisor relationship; Phase (2) planning with the teacher; Phase (3) planning the strategy of observation; Phase (4) observing the instruction; Phase (5) analyzing the teacher learning process; Phase (6) planning the strategy of the conference; Phase (7) the post observation conference; and Phase (8) renewed planning (Cogan, 1973, pp. 10-12).

Synergetic Supervision A process which includes a pre observation conference where the lesson is discussed, clarified, and observational focus is determined; careful observation by a skilled supervisor; and a post observation conference where the teacher and supervisor jointly analyze the data collected during the observation phase (Bellon & Bellon, 1982, p. 5).

Pre Observation Conference A conference organized to focus on learning and the learner. Learning expectations, characteristics of the learners, instructional strategies and materials, assessment procedures, and observer focus are discussed and determined during the pre observation conference (Bellon & Bellon, 1982, pp. 37-40).

Observation A phase of the synergetic process of supervision which provides an opportunity for the observer to gather objective data while focusing on the agreed upon instruction. "The major purpose of the observation phase is to develop an objective record of those activities and processes which are within the scope of the instructional focus." (Bellon & Bellon, 1982, p. 51).

Post Observation Conference The third phase of the synergetic supervision process which is based upon objective data gathered during the observation. The post observation conference seeks to strengthen the relationship between the supervisor and teacher; involves a data analysis which will provide the teacher with information that will reinforce those aspects of teaching and learning which are seen to be effective; and utilizes data to make recommendations for future instruction (Bellon & Bellon, 1982, p. 77).

Reconstruction A component in the post observation conference which is the process of reviewing and sharing the data the observer has collected during the observation (Bellon & Bellon, 1982, p. 78).

Pattern Identification A component in the post observation conference which is the process of analyzing the data to identify any teacher and student behaviors which occur regularly during the instructional process (Bellon & Bellon, 1982, p. 79).

Pattern Assessment A component in the post observation conference which is judgmental. The observer and teacher work together to identify patterns which support the achievement of learner expectations.

Self-Analysis Analysis in which the teacher supervises and assesses his own teaching strategies and classroom interaction.

Collegial Relationship A relationship in which the teacher and supervisor work together to secure instructional improvement.

Future Recommendations A component in the post observation conference which recommends that patterns supportive of the objectives be continued in similar and appropriate instructional settings (Bellon & Bellon, 1982, p. 85).

Organization of the Study

This study consisted of five chapters. Chapter I included an introduction to the study, the statement of the problem, the procedure of the study, a description of the importance of the study, basic assumptions which were inherent in the process examined, and definitions of terms which were integral to the understanding of this research.

Chapter II provided an overview of the literature, a discussion of the evolution of clinical supervision, research on clinical supervision, and a description of the

Bellon & Associates supervision process.

In Chapter III, a detailed description of the procedures used to conduct this study was presented. Chapters IV and V presented results, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

The methods utilized in the literature search for this dissertation were implemented as a means to guarantee an exhaustive and comprehensive presentation of related literature. Materials referred to within the contents of this presentation were secured through a number of computer searches and manual methods. The results of this search produced numerous studies, books, and articles related to the topic of teacher supervision; however, information directly relevant to the perceptions of staff regarding the post observation conference were limited.

A review of the literature on supervision revealed general agreement among educational historians concerning how supervision developed throughout the United States. The tracing of this historical development of supervision provided a background that is useful in the understanding of the importance of clinical supervision. In order to facilitate this writing, the literature presented is divided into four basic areas: An Overview of the History of Teacher Supervision, The Evolution of Clinical Supervision, Clinical Supervision Research as a Basis for

Instructional Improvement, and the Description of the Teacher Supervision Model and Process chosen for this research.

Overview of the History of Teacher Supervision

The history of teacher supervision encompassed a lifetime which was shared by the emergence of our nation. Supervision, as a process, was representative of a diversified past which has included an era of inspection, a period of supervision based upon a scientific management theory, a process of supervision which encompassed the human component in a democratic manner, and finally, supervisory practices which were established based upon research.

The heritage of supervision in America was established in 1642 when a law was passed requiring selectmen to oversee the schooling of children (Gutek, 1986). According to this law, towns of fifty or more families were required to appoint selectmen for the purpose of inspecting schools. The intent of these inspections was to insure that all children were being taught to read. Reading was essential to the Puritans for the sole purpose of understanding their religion and the laws of the commonwealth (Gutek). Control of public education, which was initiated shortly after the inception of schooling in the colonies, was relinquished to these

selectmen who were either political or religious in nature. The committees of laymen entrusted with the control of public education were composed primarily of religious leaders who emphasized the importance of education (Gutek).

Inspection by professional supervisors emerged during the mid-nineteenth century when the office of county superintendent was first established (Lucia & McNeil, 1969). During the nineteenth century, inspection continued to be the nucleus of the supervisory process; however, the role of inspector was central to the responsibilities of the principal who was the manager of the lay personnel within the school setting (Sullivan, 1980). There were three approaches to supervision which dominated the educational scene through the late nineteenth century: 1) authority and autocratic rule, 2) emphasis upon the inspection and weeding out of weak teachers, and 3) conformity to standards prescribed by the committee of laymen (Burnham, 1976).

The responsibilities of the principal during these early times developed into a role which eventually became the basis for the scientific movement.

Education and supervision changed notably during the early 1900's. Educators, as a result of the development of The Committee of Ten on Secondary Schools, The Committee of Fifteen on Elementary Schools, and The

Committee on Economic Time, saw the ideals of the Scientific Movement manifest themselves during this time (Gutek, 1986). All of these committees emphasized a scientific approach to decision making (Gutek). As a result of this scientific approach to education, many additional subjects were incorporated, and the need for a new found emphasis for instructional supervision and improvement was realized.

Taylor developed a set of criteria which became known as the principles of scientific management. The importance of the supervision process which was developed was evident in current supervisory practices. "Hierarchical line-staff organizational structures, job descriptions, and the use of standardized tests and measurement instruments..." (Eaker, 1972, p. 19) resulted from the impact of the scientific era of supervision. Although valuable, in the light of the historical development of supervision, scientific supervision did have its limitations when applied to education. The human element that was essential in a professional organization was missing from the scientific "man as a machine" theory (Kimbrough & Nunnery, 1976, p. 60).

A shift in the supervisory process, from a dictatorial, directive methodology to a democratic and cooperative mode, occurred during the late 1920's and continued to emerge through the 1950's. The findings of a

number of important studies, including the Western Electric Study of the late 1920's, brought into being the ideal of supervision as a democratic and cooperative effort (Burnham, 1976). Supervision, which was democratic and cooperative in nature, was the basis for the human relations model which evolved during this era.

The thrust of this model of supervision was to develop a working relationship between teachers and principals who, together, would solve instructional concerns and advocate professional development.

During the late 1960's federal funding became available for research (Burnham, 1976). The neo-scientific management system, characterized by management by objectives and cost effectiveness, was spurred on by increased dollars for research and discontent with the results of the human relations movement. The implementation of this type of management system resulted in an extensive proliferation of goals and objectives based upon cost benefit analysis. External controls continued to be regarded as the most effective means to improve the teaching of professionals and the learning of students (Sergiovanni & Starratt, 1979).

One essential theme inherent within supervision by inspection, scientific supervision, human relationship supervision, and neo-scientific management was that they all "...share a lack of faith and trust in the teacher's

ability and willingness to display as much interest in the welfare of the school and its educational programs as presumed by administrators, supervisors, and the public" (Sergiovanni & Starratt p. 5).

The Evolution of Clinical Supervision

The quest for the improvement of instruction has given birth to sundry methods of providing supervisors with effective means of cultivating educational excellence. These varied means have included general supervision (out of classroom), instructional supervision, and clinical supervision (classroom observation).

The concept of clinical supervision was conceived by Cogan at the Harvard Newton Summer Laboratory School during the 1950's (Mosher & Purpel, 1972). Originally, clinical supervision was used as a method for servicing student teachers. Since then, the success of clinical supervision has expanded its role as a viable force in "...remedying instructional weaknessess..." (Goldhammer, 1969, p. 1) of inexperienced, as well as experienced, teachers.

Cogan's definition of clinical supervision is as follows:

> Clinical supervision may therefore be defined 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 the relationship between teacher and supervisor form the basis of the program,

procedures, and strategies designed to improve the student's learning by improving the teacher's classroom behavior (Cogan, 1973, p.9).

Cogan's (1973) original clinical supervision model was composed of eight phases with each phase having a specific purpose (pp. 10-12).

Phase 1. Establishing the teacher/supervisor relationship
Phase 2. Planning with the teacher
Phase 3. Planning the strategy of observation
Phase 4. Observing instruction
Phase 5. Analyzing the teacher learning processes
Phase 6. Planning the strategy of the conference
Phase 7. The conference
Phase 8. Renewed planning

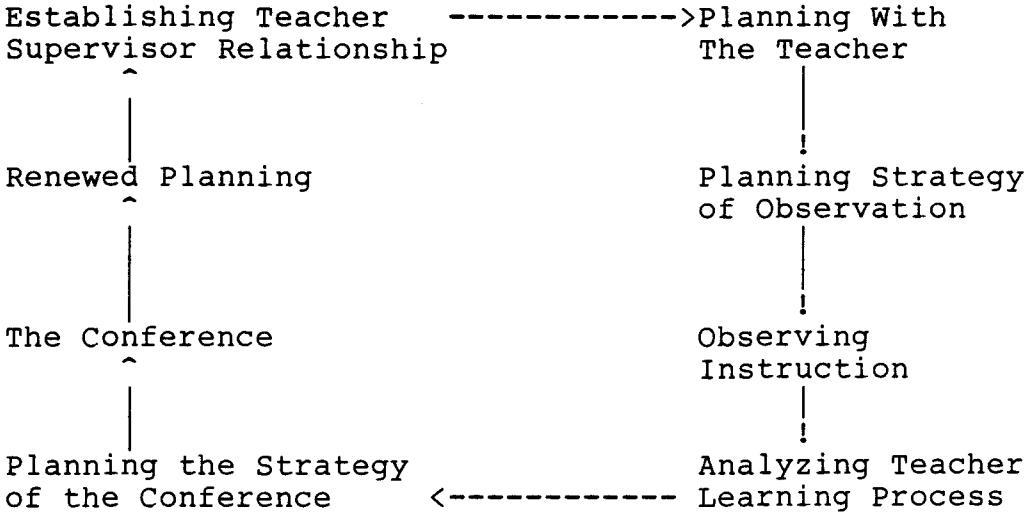

Figure 2
Cogan's Model of Supervision

Another pioneer in the field of clinical supervision, Goldhammer, defined the process in the following manner:

Clinical supervision as we see it then is: that phase of instructional supervision which draws its

> data from firsthand observation of actual teaching events, and involves face-to-face (and other associated) interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement (Goldhammer, Anderson, and Krajewski p. 19).

Goldhammer, Anderson, and Krajewski in their book, Special Methods for the Supervision of Teachers (1980), condensed Cogan's eight original phases into five stages. Goldhammer, in his attempt to make the model more workable, combined Cogan's first three phases into stage one and his last two phases into stage five.

Goldhammer's Model (Goldhammer, et al. p.32) as he envisioned it, is indicated below:

Stage 1. Pre observation conference
Stage 2. Observation
Stage 3. Analysis of data
Stage 4. Supervisor's conference
Stage 5. Post Conference analysis

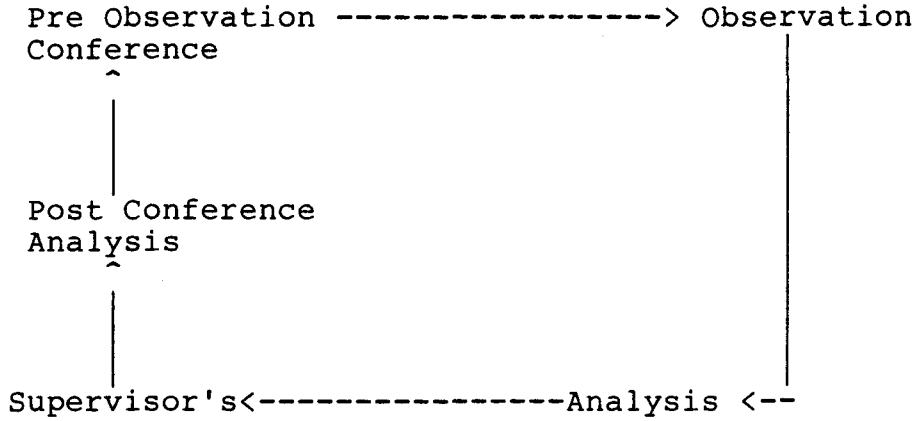

Figure 3
Goldhammer's Clinical Supervision Model

Acheson and Gall (1980) developed three phases for the process, phases which incorporated the basic functions of the stages depicted by Goldhammer.

Phase one, the planning conference, encompassed the goal-setting step in the process. Phase two was comprised of the classroom observation and utilized an observation process which facilitated the collection of instructional behavioral data. The third phase, the feedback conference, provided for the analysis of data and the development of a plan for improvement.

Acheson and Gall's process provided the classroom teacher with a level of independence and the basis for acceptance of responsibility. Through acceptance of responsibility the teacher better facilitated learning, actualized the trust relationship which developed, and felt confident to express independent thoughts and ideas.

Interaction Analysis, an extensively used observation technique, was developed by Flanders during the 1950's. Flander's system was dependent upon verbal interaction between the teacher and students. The supervisor assumed a
position of reporter registering the interaction patterns existing within the classroom. These patterns could fit into one of the categories identified by Flanders. The categories included seven categories of teacher talk, two

categories of student talk, and a category designated as silence.

Flanders portrayed the goal of clinical supervision as an avenue of assistance for the classroom teacher. According to Flanders, the intent of clinical supervision was to modify existing patterns of instruction. The methods of modification were mutually agreed upon by the teacher and the supervisor. The duty of the supervisor was twofold; first, to assist in selecting goals of improvement; and second, to assist in selecting and implementing procedures for evaluating progress toward these goals (Flanders, 1976).

Sergiovanni (1976), a recognized theorist in the field of supervision, supported the contemporary view of clinical supervision but qualified his support through specific criticisms of the system.

He questioned the emphasis on the process and criticized the lack of theory or concept of clinical supervision. He questioned that the "...knowledge building cycle in clinical supervision has emphasized the development of practices without sufficient attention to a corresponding theoretical base" (p. 22).

Sergiovanni and Starratt (1976) denoted the concerns they had with the contemporary view of clinical supervision.

1. While instruction is a major function of supervision, it is not the only function of supervision and, in fact, may not be the only major function of supervision.
2. Supervision needs to be defined and described broadly in terms of goals--and means behavior manifestations rather than roles, incumbents, job descriptions, and tasks per se.
3. "Things" usually considered administrative may be supervisory and "things" usually considered supervisory may be administrative, depending upon how they are carried out (p. 7).

Sergiovanni indicated that "...clinical supervision is fraught with numerous inconsistencies, uncertainties, and self-sealing or self-fulfilling prophecies, all of which limit highly rationalistic and scientific approaches." (Sergiovanni, 1976, p. 23). He proposed a theoretical framework for clinical supervision, which he believed will satisfy his concerns with the process and provide a method productive for all parties concerned.

Sergiovanni (1976) indicated that the supervisor must be concerned with the two platforms the teacher brings to the classroom, an espoused platform and a platform in use. "The major job of the clinical supervisor is to help construct platforms in use from observation of classroom behavior and from collections of artifacts that are the products of this behavior" (p. 27). Sergiovanni defined clinical supervision as a process which should hold as its focus the whole teacher, complete with his educational platform, his teaching behavior and his classroom artifacts (Sergiovanni). The supervisory

process, within the confines of the clinical mode, facilitated working with teachers for two purposes: 1) construct platforms in use and, 2) to assist teachers in developing definitive platforms for comparisons. Sergiovanni conceded that the technical focus must be conducted in a healthy supervisory climate and an atmosphere conducive to the development of a cultivating relationship between teacher and supervisor.

Research on Clinical Supervision

Research on clinical supervision encompassed a wide spectrum of topics, each with a specific component relative to the effectiveness of the clinical supervision process. While each of these studies was of importance in its own right, their collective results provided a supportive framework for clinical supervision as a method for improving instruction.

Eaker, in 1972, did an analysis of the clinical supervision process in light of the perceptions of selected teachers and administrators. The intent of his study was to "...develop a clinical supervision model and determine if teachers and administrators tend to agree or disagree with its components and procedures" (p. iii). Eaker also analyzed the variance in perception between respondents in different professional roles and teachers with less than, or more than, three years' experience.

Eaker concluded that teachers and administrators agreed with the basic assumptions of clinical supervision; however, administrators tended to be stronger in their agreement. Teachers were found to agree with the procedures of clinical supervision; however, they agreed more strongly with the assumptions than with specific procedures. The study was inconclusive in determining how teachers felt about being trained in observational techniques for the purpose of analyzing each others' teaching and could not determine a significant difference in teachers' views in light of their years of experience.

Eaker recommended that prior to the adoption of a clinical supervision process by a school or school system, teachers and administrators should have an opportunity to explore the process thoroughly. He also emphasized the importance of appropriate training for supervisors and teachers. Upon adoption of such a system, Eaker indicated a need for all aspects of the process to be in writing and made available to everyone involved. Eaker recommended initiating the process with a small group of teachers where trust has been established and then extending the process throughout the district.

Eaker advocated further research to determine how teachers and administrators tend to agree or disagree with the assumptions and procedures of clinical supervision. Research should be conducted with educators who have

experienced a prolonged period of involvement in the process.

Putnal (1981) conducted a study which addressed eight specific questions including problems identified by both parties, length of involvement in the profession and the process, and the value of clinical supervision in light of other methods. The results of Putnal's study indicated that clinical supervision seems most beneficial for teachers early in their careers. The study identified the time factor in conducting the process of clinical supervision as the greatest detriment.

It should be noted that Putnal stated that there was one limitation in her study. Respondents for the research were chosen by educational practitioners who could be considered advocates of clinical supervision.

Arbucci's (1978) study supported the concern for time in the clinical supervision process. Arbucci indicated that extensive time was needed to prepare clinical supervisors with skills in data recording and data analysis. Also, Arbucci found that participants indicated that lack of time was the greatest impediment to the practice of clinical supervision.

A number of other researchers addressed issues important to the research of clinical supervision. Yarman (1973) denoted positive changes in supervisors' conference behavior and teachers' ratings of supervisors' advice,

following a self-instructional course in clinical supervision. Faast (1982) found teacher evaluators more proficient in lesson plan analysis, data collection, conferencing skills, and writing summative reports after a training program in these skills. Herrick (1977) investigated the positive and negative characteristics of the clinical supervisory experience for those individuals being supervised. The initial anxiety of the teacher was reduced once supervision met the needs for professional growth and had value for working with others. Lahr's (1981) study provided intense support for the feedback aspect of the clinical supervision conference. Participants in her study indicated that feedback given, regarding the classroom observation in the post observation conference, had the greatest impact on altering their instructional behaviors.

The Instructional Training Company's clinical supervision program was selected for study by Briggs in 1985. Briggs questioned participants who had been trained in the Essential Elements of Instruction and Clinical Supervision through the Instructional Training Company. The majority of administrators and instructors involved in the study believed the program was being properly implemented, improved instruction, facilitated learning, and encouraged an open and supportive organization.

Brigg's study, while supportive of the clinical supervision process, was restrictive in the sense that it addressed only one model of supervision, questionably clinical. The model, based upon Hunter's concept of teaching, is based upon nine specific components. Interpretations of Brigg's results beyond the specific model studied appeared to be premature.

A study conducted by Gibson (1985) indicated that raising the awareness level of teachers may facilitate change. Gibson also noted that multimedia packets were capable of producing some teacher behavior change and that no single treatment was likely to change all teacher instructional behaviors. A variety of approaches were needed to effect change; however, the researcher was secure with the fact that clinical supervision can produce moderate changes in teacher behavior. The author felt that the implications resulting from his research were restricted and that a more complete understanding of the effects of supervision on instructional behavior will only come as a result of more research in the practical application of supervision.

Smith (1985) investigated the effects of clinical supervision on teachers' autonomy and perceptions of productive relationships. As a result of her research, Smith concluded that teachers trained in clinical supervision were more autonomous than teachers who were

not trained in clinical supervision. Also, teachers trained in clinical supervision were more aware of productive supervisory relationships than those not trained in clinical supervision.

The significance of Smith's findings suggested that the field of clinical supervision requires further investigation in the areas of the training model, the implementation procedures, and the applications of the process in schools. The author recognized that, while her findings were conclusive, they were representative of a small sample of participants. The need for more representative and extensive research was indicated.

Davie (1986) investigated perceptions of performance and the importance of instructional supervisory behaviors of the principal in schools which did use, and did not use, clinical supervision. Davie found that schools not using clinical supervision had a greater discrepancy in the perceptions between principals and teachers regarding the performance of instructional supervisory activities of the principal. Davie also concluded that a greater discrepancy was present between teachers and principals regarding the importance of instructional supervisory activities of the principals in schools not using clinical supervision. One of the recommendations made by Davie was to research perceptions at the secondary level, since his

study was representative of research done at the elementary level.

The effects of clinical supervision on student learning were studied by Young (1986). Young utilized pretesting and posttesting with a control group and experimental group composed of students in the second and third grades. Her findings included: there was no significant difference between the two groups in reading; females in the experimental group scored significantly higher than males in the experimental group; there was not a significant difference in total math scores; the experimental group scored significantly higher than the control group in total auditory; and there was no significant difference in total battery between the two groups. Implications of these results warrant that the listening skills of students were improved through clinical supervision, evidently as a result of the focus of the process on oral language. The difference indicated between the female and male students could be attributed to the fact that the females were more responsive to the positive reinforcement component of the clinical supervision process.

Lafferty's (1980) investigation provided extensive support for the idea of clinical supervision and staff development being interdependent. Her findings concluded that clinical supervision facilitated teacher development.

The clinical supervision process resulted in the development of professional staff who were better able to analyze and evaluate their own teaching performance.

Kerr (1976) found, in his study, that it was essential to the success of clinical supervision that teachers approach the process with an open mind.

Bellon & Associates Supervision Process

The Bellon & Associates Supervision Process, the model chosen for this research, was the product of the early work done with clinical supervision. Elements of the clinical supervision process were used with teaching interns at the University of California at Berkeley in 1963. "The synergetic supervisory process emerged from the work at Berkeley." (Bellon & Bellon, 1982, p. 10). "Synergetic supervision emphasizes positive human relations in the supervisory process." (Bellon & Bellon, 1982, p. 6). The synergetic supervision process focused on the development and renewal of teachers and administrators. The objective of the process was improved classroom instruction.

The synergetic supervisory process included three specific components: the pre observation conference, the classroom observation, and the post observation conference.

The pre observation conference, the cornerstone for the entire supervisory program, was the first phase of the synergetic process. The pre observation conference, which was conducted between the observer and the teacher, provided an opportunity for the lesson to be discussed and clarified. The pre observation conference was pre-planned, ten to fifteen minutes long, and held within twenty-four hours of the classroom observation. The pre observation conference, was conducted in the instructional setting, sought to strengthen the collegial relationship, provided for alternative plans, focused on curriculum and instruction, and was based upon a one to one personal transaction (Bellon & Bellon, 1982 pp. 44-46).

There were specific steps of the pre observation conference which had been developed over a period of time. Although, as a result of feedback from administrators, supervisors and observers, the organization and order of activities during the pre observation conference had been adjusted, the basic structure remained intact. The effectiveness of the pre observation conference was increased when the steps were conducted in an orderly and consistent fashion; however, if change was initiated by the teacher, it was advisable for the observer to be conducive to the adjustments. It was more advantageous to alter the process than alienate the teacher (Bellon & Bellon, 1982).

During the first step of the pre observation conference, the observer and teacher discussed the learning context of the lesson as it pertains to the total curriculum, sequence of instruction, and the relationship of the lesson to the formalized curriculum provided by the school district (Bellon & Bellon, 1982).

Step two of the pre observation conference provided the observer with the teacher's perspective of the learner characteristics of the class. The discussion of the range of abilities within the class coupled with the identification of students with learning concerns, served a two fold purpose. First, the observer assessed the teacher's ability to recognize the needs of individual students. Second, when the observer was given a preview of students who may exhibit specific learning or behavioral problems, he was better able to stay on task during the classroom observation (Bellon & Bellon, 1982).

The content and process objectives determined for the lesson were identified during the pre observation conference. The content objectives, "...are defined as specific learner outcomes which can be assessed within a defined time frame." (Bellon & Bellon, 1982, p. 39). The process objectives were "...the expectations the teacher has for the students while they were engaged in learning tasks." (Bellon & Bellon, 1982, p. 39). It was essential for the teacher to communicate to the observer learner

expectations which had been identified for the lesson. The observer, in turn, evaluated the specificity of the objectives. Global generalities, as objectives, were not measurable, and the observer was obligated to provide the teacher with direction for establishing specific learner outcomes if a need was identified. The observer who had ascertained a clear understanding of learner expectations was more effective in gathering data (Bellon & Bellon, 1982).

The pre and post assessment procedures discussed during the pre observation conference enabled the observer to assess the appropriateness of the instructional plan. Interactions among students, and the teacher with the students, provided the observer with valuable data when viewed in light of the pre and post assessment procedures (Bellon & Bellon, 1982).

Instructional strategies provided the basis for another phase of the pre observation conference. During this phase the teacher clarified the content and sequence of the instructional activities which took place during the lesson. The teacher at this time also indicated the materials which were used during the lesson. It was the intent of this phase of the pre observation conference to inform the observer of the intended plan. The teacher was not obligated to follow the exact plan if classroom circumstances dictated a change. However, adjustments by

the observer were made more easily if the teacher had properly informed the observer of the intended plan (Bellon & Bellon, 1982).

The focus of the observation was determined during the final phase of the pre observation conference. There were four potential areas of focus for the observer: teacher verbal behavior, student verbal behavior, teacher physical behavior, and student physical behavior. It was also possible for the focus to represent a combination of these areas. The focus was based upon the learner objectives and the teacher's instructional strategies (Bellon & Bellon, 1982).

The teacher and observer mutually determined the focus of the observation. However, a pre determined focus was changed if the observer dictated the need during the observation (Bellon & Bellon, 1982).

The second phase of the synergetic supervisory process, as defined by Bellon & Associates, was the observation of classroom instruction (Bellon & Bellon, 1982). The observer utilized the focus which had been determined during the pre observation conference and gathered objective data during this phase. Value judgments and subjective opinions were not a part of the classroom observation. "The major purpose of the observation phase is to develop an objective record of those activities and processes which are within the scope

of the instructional focus." (Bellon & Bellon, 1982, p. 51). The observation phase of the synergetic process contributed to the development of a trust relationship between the teacher and the observer. A scheduled observation lent credence to the purpose of the synergetic process of supervision, the improvement of instruction.

> Major focal points for conducting an observation are: the physical behavior of the teacher, the physical behavior of the students, the verbal behavior of the teacher, the verbal behavior of the students, and a combination focus which may include any two or more of the teacher and student behaviors (Bellon & Bellon, 1982, p. 73).

The observer developed a written record of the classroom observation based upon one of these focal points.

The observer recorded information continually during the observation of the instructional lesson. The classroom teacher, during the post observation phase of the synergetic process of supervision, clarified and revised the written record with the observer. Various techniques for recording the events of the instructional lesson were implemented. The determination of the type of technique used was based upon the focal point of the observation (Bellon & Bellon, 1982).

A classroom map was a useful tool when recording teacher physical behavior and student physical behavior. Arrows were used to indicate movement and sequence was denoted through the use of numbers. Time was not recorded in terms of minutes, but was noted through the use of

dashes to indicate a period of time. Student activity was recorded through the use of a shorthand which the observer established through practice. Often, the use of two colored pencils contributed to a more accurate recording of the student physical behavior patterns. A seating chart was also helpful for recording specific student behaviors, such as on task behaviors or disruptive behaviors (Bellon & Bellon, 1982).

A specific verbal log was the initial tool used for verbal focus observations. It was important for the observer to provide the teacher with as complete a log as possible so the use of a shorthand was indicated. The observer recorded teacher patterns or student patterns in a manner which provided focus for future observations. Repeated use of specific phrases, questioning patterns, directions and explanations, and student response patterns provided the teacher and observer with areas which were used as focal points for improvement (Bellon & Bellon, 1982).

The teacher and observer determined the time of the observation. The observer conducted the observation from a position in the classroom which was unobtrusive. The role of the observer remained pure, eliminating involvement with the teacher or the students. Finally, the data obtained from the observation were used by the observer and the teacher only (Bellon & Bellon, 1982).

The culminating phase of the synergetic process of supervision, the post observation conference, provided an opportunity for teachers and observers to cooperatively develop strategies for instructional improvement. The strength of the post observation conference as a tool for improving instruction rested in the ability of the teacher and observer to use the data obtained to develop future plans for instruction (Bellon & Bellon, 1982).

The post observation conference was based upon the objective data obtained during the classroom observation. The data provided a foundation for effective analysis of teaching behaviors and recommendations for the development of future instructional activities (Bellon & Bellon, 1982).

During the first component of the post observation conference, or lesson reconstruction, the teacher and observer reviewed, shared, clarified and improved the observation record (Bellon & Bellon, 1982). The teacher's participation in the reconstruction of the lesson, and the observer's ability to objectively present the data, greatly influenced the teacher's commitment to instructional improvement.

Once an agreement had been reached regarding the accuracy of the reconstruction of the lesson, the teacher and observer began the second component of the post observation conference. During the second component of

the post observation conference, the teacher and observer began to use the data to identify teacher and student behavior patterns (Bellon & Bellon, 1982).

"The pattern assessment step in the post observation conference should begin with a brief review of the pre observation conference." (Bellon & Bellon, 1982, p. 84). Since pattern assessment was judgmental in nature, it was necessary for the observer and teacher to work together to identify which patterns appeared to support achievement of the learner expectations (Bellon & Bellon, 1982). Patterns which negatively effected the lesson or patterns which had no effect on the lesson were also identified during the post observation conference. While it was important for the observer and teacher to examine patterns which reduced the effectiveness of the lesson, neutral patterns which were identified were reviewed with a minimal amount of attention (Bellon & Bellon).

Following the identification and discussion of patterns, the focal point for the post observation conference became planning for future instruction. Patterns which were identified as supportive of the instructional program were recommended for continuation. Patterns recognized as having a negative effect on student learning objectives became the impetus for extensive thought and thorough preparation for both the observer and teacher (Bellon & Bellon, 1982).

The success of the post observation conference depended upon the spontaneity and timing of the conference. The content of the conference was not pre planned and was held within twenty-four hours of the observation. The post observation conference was conducted in the instructional setting, establishing the tone for the development of a collegial activity. The recommendations made during the post observation conference were data based and future oriented (Bellon & Bellon, 1982).

"The post observation conference provides opportunities for teachers and observers to participate in activities which will lead to instructional improvement." (Bellon & Bellon, 1982, p. 91). The success of the post observation conference and the synergetic process of supervision was dependent upon the commitment each of the participants made to assume responsibility to use the data obtained to improve instructional behaviors.

> When teachers are observed, data collected, and feedback given, the participants are engaged in formative evaluation. Formative evaluation is the process of generating information to make adjustments and corrections in programs that are being developed and implemented...Formative evaluation information generated by the observation program can be most useful in making adjustments which will lead to the long term success of the educational program. (Bellon & Bellon, 1982, p. 91).

This review of the literature provided a comprehensive presentation of supervision in education.

The historical evolution of supervision was presented and the role of noted educational theorists was depicted. The emergence of clinical supervision and relevant studies provided the focus for the latter portion of this chapter. Finally, the Bellon & Associates synergetic supervision process was presented.

CHAPTER III

PROCEDURES

Introduction

The purpose of this chapter was to describe the instrument used in the study; the pilot study which was conducted; the population of the study; the design of the study; the data gathering procedures which were implemented; and the statistical treatment of the data.

Instrument

The method chosen by the researcher to obtain the desired data was a structured survey. The survey itself was designed by the researcher in accordance with recommendations made by the researcher's major advisor. Final revisions were incorporated into the research instrument as a result of the pilot study.

The research instrument was comprised of 21 items and used a Likert type scale. The survey was designed to obtain ordinal data.

Included in the survey were demographic questions which provided the researcher with information regarding years of teaching experience of the respondents; the length of the relationship between the respondent and

his supervisor; the sex of the respondent and his supervisor; and the years the respondent had been exposed to the Bellon & Associates supervision process.

Pilot Study

The purpose of the pilot study was to: (1) test for reliability of the instrument, (2) test for construct and content validity, and (3) test the statistical techniques to be used in the study. The findings indicated the need for minor revisions. A review of the evaluation forms resulted in two revisions. The wording of one question was changed and a second question was eliminated due to ambiguities.

The population for the pilot study included all participants of the Bellon & Associates 1987 summer leadership workshop held in Knoxville, Tennessee. Participants whose schools were involved in the actual study and members of the Bellon and Associates team were excluded from the pilot study. A total of 58 surveys and evaluation forms were mailed in October of 1987. The respondents were given two weeks to return the evaluated instrument. During that time 47 respondents returned the surveys and evaluation forms for a return rate of 81 percent.

The reliability of the pilot study instrument was determined through the use of Cronbach's Alpha. The number of cases examined was 37 and the items analyzed

equaled 16. The results indicated that alpha = .8795 and standardized item alpha = .8878. Since the reliability was greater than .70, it was determined that .8795 was adequate for this research.

The construct and content validity of the pilot study instrument was determined through a qualitative approach. An item analysis and an evaluation form were completed by participants in the pilot study (see appendix). The evaluation forms and the item analysis were examined in light of the intent of the study, and adjustments were made to the research instrument based on the results.

The data analysis of the pilot study was determined through the use of the following quantitative tests and statistics: (1) Cronbach's Alpha, (2) frequency tabulation, (3) crosstabulations, (4) chi-square, and (5) Kendall's Coefficient of Concordance.

The SPSS-X program and the mainframe computer of Loyola University of Chicago were used to determine the reliability and to answer questions one through six. To answer research questions one through six a frequency tabulation and Kendall's Coefficient of Concordance was computed. The demographics of years taught, years involved in the process, number of years supervised by the same supervisor, respondent's sex and supervisor's

sex were examined as part of the pilot study. Crosstabs and chi-square were performed to check for comparisons and to determine significance. It was determined by this researcher that a .01 level of significance would be acceptable for the chi-square analysis.

The results of the pilot study supported the research goals and, after a review of the data, the main study was undertaken.

Population of the Study

The population included teachers in selected secondary schools in Illinois who have been exposed to the Bellon and Associates supervision process.

The sample population consisted of teachers in the following schools: Bolingbrook High School, Romeoville High School, Hinsdale Central High School, Libertyville High School and Adlai Stevenson High School.

Teachers were assured that their responses would be confidential. No names of individuals or schools were requested. Only group responses were reported. Participants were informed that an abstract of the study would be forwarded to each school upon completion of the study.

Design of the Study

The problem addressed in this research, which investigated a specific teacher supervision model, was: According to teachers' perceptions, do the elements of

the post observation conference (pattern identification, pattern assessment, self-analysis, trust, reconstruction, and recommendations for future instruction), as defined in the Bellon & Associates process, make teachers more aware of their own teaching behaviors?

As a means of securing a sufficient level of response to provide the basis for a validated summation of the results, the sample chosen represented a majority of the participants in the Bellon & Associates process in the state of Illinois. All of the participating schools use the Bellon & Associates supervision process.

Prerequisites for participation in the study included exposure to the Bellon & Associates supervision process, membership on one of the selected faculties, and, respondents were required to spend the majority of their professional day teaching.

Data Gathering Procedures

Prior to beginning with data collection procedures, contact was made with the respective principals of the selected schools to discuss the nature of the study and to elicit their support. Following the initial contact which was made personally, each participating administrator was sent an explanatory letter, which can be found in the appendix. The letter was followed by a telephone contact, made by the researcher, to clarify any concerns.

The surveys were sent to each of the participating administrators for distribution to his staff in December of 1987. The administrators were given ten working days to have their teachers respond. The schools disseminated and collected the surveys according to personal preferences. A letter was included in the survey which specified the purpose and intent of the study. A copy of the survey and the accompanying letter can be found in the appendix.

Each administrator was contacted by the researcher within five days of the distribution of the surveys. The purpose of this contact was to solicit each administrator's assistance in securing a high return rate of the surveys dispersed.

The researcher personally visited each of the schools to collect the surveys. This provided the researcher with a means of securing incidental feedback.

The result of these procedures was a return total of 367 surveys of a total of 511 sent to the sample population. The overall return rate was 71.8 percent.

Data Treatment and Analysis

The following quantitative tests and statistics were used to analyze the research data: (1) frequency tabulation, (2) crosstabs, (3) chi-square, and (4) Kendall's Coefficient of Concordance.

The SPSS-X program and the mainframe computer of Loyola University of Chicago were used to determine the reliability and to answer questions one through six. To answer research questions one through six, a frequencies tabulation and a Kendall Coefficient of Concordance was computed. The Kendall's Coefficient of Concordance was used to determine the association among the components (Siegel, 1956, p. 229).

It was believed that knowledge of certain factors relative to years taught, years involved in the Bellon & Associates supervision process, number of years supervised by same supervisor, participant's sex, and supervisor's sex would provide valuable information in better understanding the six research questions. Therefore, crosstabulations and chi-square were performed to check for comparisons and determine significance. It was determined by this researcher that .01 level of significance would be acceptable for the chi-square analysis.

The results of all the tests are reported in Chapter IV, with conclusions and recommendations for further research presented in Chapter V.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The intent of this study was to ascertain the role of the post observation conference in making teachers more aware of their own teaching behaviors. This chapter contains a presentation and discussion of data collected regarding the teacher's perceptions of the Bellon & Associates post observation conference. In order to obtain data concerning these perceptions, a survey consisting of 21 items was developed and distributed to the participants selected for the study. There were 367 surveys returned from the 511 teachers sampled. This represented a return rate of 71.8 percent.

The components of the post observation conference which provided the foundation for the survey are as follows: reconstruction, pattern identification, pattern assessment, self-analysis, collegial relationship, and recommendations for future instruction.

The survey (see Appendix) items which were designed to address the reconstruction phase of the post observation conference were questions 1-4. The second portion of the survey (Questions 5-8) was intended to elicit responses relevant to the pattern identification

aspect of the post observation conference. The pattern assessment component of the post observation conference was the focal point of the third section (Questions 9 and 10) of the survey. Question 11 looked at the component of self-analysis, whereas question 12 examined the issue of the collegial relationship. The final component of the post observation conference, recommendations for future instruction, was addressed in questions 13-15. Question 16 of the survey provided the respondents with an opportunity to rank order the importance of each component for making teachers more aware of their own teaching behaviors. The final portion of the survey (Questions 17-21) contained items that dealt with demographic data.

A four point continuum was used to obtain respondents' responses to specific items. The Likert-type scale made no provision for a neutral category. The first two responses (strongly agree and agree) were grouped for analysis to form the positive category. The last two responses (disagree and strongly disagree) were grouped to form the negative category. Qualifying statements and dual responses were not considered as either positive or negative opinions. All of the respondents did not answer all of the questions. However, in every instance, percentages and totals are a reflection of the actual number of responses received for each particular question. Percentages reported in the narrative are rounded to the

nearest tenth, whereas percentages on the tables are reported in exact terms.

The remainder of Chapter IV provides a presentation of the demographic data; results of research questions 1-6; results of responses regarding the post observation conference; results of responses regarding the rank order of component importance; crosstabulations between the demographic components and the survey questions; implications of the findings; and a summary of the results are presented in this chapter.

Demographic Data

Responses to the items which sought demographic data revealed the following information about the respondents. Demographic information regarding years taught determined that of the 362 valid cases, 6% had taught 1-2 years, 6% had taught 3-5 years, 17% had taught 6-10 years, 26% had taught 11-15 years, and 45% of the respondents had taught 16 or more years. The population of the respondents was an experienced staff with 258, or 71%, having taught for 11 or more years.

Under the heading, years supervised by the same supervisor, 14% had been supervised by the same supervisor for 1 year, 18% for 2 years, 33% for 3-5 years, 22% for 6-10 years, and 12% for 11 or more years. The majority of respondents, 238 or 66%, had been supervised by the same

supervisor for 5 years or less. One third of the 365 respondents, or 118 respondents, had been supervised by the same supervisor for either 1 or 2 years. Even though the respondents were an experienced teaching staff, the length of the relationship between the teacher and supervisor was relatively short.

Regarding the subject of years involved in the Bellon and Associates supervisory process, 339 or 94% of the respondents were involved in the Bellon and Associates supervisory process. The percentage breakdown was as follows: 14% had been involved for 1 year, 48% had been involved for 2-3 years, 37% had been involved 4 or more years, 6% were not involved, and 6 cases out of 367 had missing data. The majority of respondents were experienced in the Bellon and Associates process with 288, or 80%, having 2 or more years of experience.

The sex of the respondents was slightly weighted toward the males with 191, or 53% being male and 171, or 47%, being female. An overwhelming majority of the 362 respondent teachers had a male supervisor. The number of teachers who had male supervisors was 282 or 78% versus the 80 or 22% who had female supervisors.

Table 1
Demographics

Years Taught	Frequency	Percent	Cum Percent
1-2 Years	22	6.1	6.1
3-5 Years	21	5.8	11.9
6-10 Years	61	16.9	28.7
11-15 Years	94	26.0	54.7
16 and Over	164	45.3	100.0
Valid Cases	362	Missing Cases 5	

Years Supervised	Frequency	Percent	Cum Percent
1 Year	52	14.4	14.4
2 Years	66	18.2	32.6
3-5 Years	120	33.1	65.7
6-10 Years	81	22.4	88.1
11 & Over	43	11.9	100.0
Valid Cases	362	Missing Cases 5	

Years In Bellon Process	Frequency	Percent	Cum Percent
Not Involved	22	6.1	6.1
1 Year	51	14.1	20.2
2-3 Years	174	48.2	68.4
4 or More	114	31.6	100.0
Valid Cases	361	Missing Cases 6	

Your Sex	Frequency	Percent	Cum Percent
Female	171	47.2	47.2
Male	191	52.8	100.0
Valid Cases	362	Missing Cases 5	

Supervisor Sex	Frequency	Percent	Cum Percent
Female	80	22.1	22.1
Male	282	77.9	100.0
Valid Cases	362	Missing Cases 5	

Results of Research Question Number One

Questions 1-4 from the survey were analyzed to answer the first research question: Do teachers become more aware of their own teaching behaviors as a result of the reconstruction component of the post observation conference?

Question one asked the participants to respond to the statement: The teacher's contribution to the reconstruction of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors. The results indicated that 105 respondents or 29% strongly agreed, 223 or 61% agreed, 33 or 9% disagreed, and 6 or 2% strongly disagreed that the teacher contribution to reconstruction made the teachers more aware of their own teaching behaviors. As indicated by the data, 89% of the respondents were in agreement that the teacher's contribution to the reconstruction component of the post observation conference made the teachers more aware of their own teaching behaviors (see Table 2, question 1).

Question two asked the respondents to indicate their level of agreement to the following statement: Mutual agreement between the observer and the teacher during the reconstruction of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors. The findings disclosed that 25% (91) strongly agreed, 61% (223) agreed, 12% (45) disagreed, and 2% (8) strongly

disagreed. The data revealed that 86% of the teachers agreed that reconstruction of the lesson based on mutual agreement made the teachers more aware of their own teaching behaviors (see Table 2, question 2).

Question three asked the respondents to indicate their level of agreement to the following statement: Using factual data for the reconstruction of the lesson is a factor which increases the teacher's awareness of his/her own teaching behaviors. One hundred and thirty-five respondents, or 37%, strongly agreed, 200 respondents, or 55% agreed, 26 respondents, or 7% disagreed, and 5 or 1% strongly disagreed that this activity made the teachers more aware of their own teaching behaviors. Ninety-one percent of the teachers responded that reconstruction based on factual data made the teachers more aware of their own teaching behaviors (see Table 2, question 3).

The final question on reconstruction asked the participants to respond to the statement: The reconstruction component of the post observation conference increases the teacher's awareness of his/her own teaching behaviors. Twenty-eight percent (105) of the respondents strongly agreed, 60% (219) agreed, 9% (33) disagreed, and 2% (7) strongly disagreed (see Table 2, question 4). The data secured from the four questions based on reconstruction denoted that teachers, with a

positive response ranging from 86% to 92%, regarded the reconstruction phase of the post observation conference as a means of increasing awareness of teaching behaviors (see Table 2).

Table 2.
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE RECONSTRUCTION COMPONENT OF THE POST OBSERVATION CONFERENCE?
Frequencies Tabulations Questions 1-4

Q1 Reconstruction Teacher Contribution

	Frequency	Percent	Cum Percent
Strongly Agree	105	28.6	28.6
Agree	223	60.8	89.4
Disagree	33	9.0	98.4
Strongly Disagree	6	1.6	100.0
Valid Cases	367	Missing Cases 0	

Q2 Reconstruction Mutual Agreement

	Frequency	Percent	Cum Percent
Strongly Agree	91	24.8	24.8
Agree	223	60.8	85.6
Disagree	45	12.3	97.8
Strongly Disagree	8	2.2	100.0
Valid Cases	367	Missing Cases 0	

Q3 Reconstruction Based Upon Factual Data

	Frequency	Percent	Cum Percent
Strongly Agree	135	36.9	36.9
Agree	200	54.6	91.5
Disagree	26	7.1	98.6
Strongly Disagree	5	1.4	100.0
Valid Cases	366	Missing Cases 1	

Q4 Reconstruction Overall

	Frequency	Percent	Cum Percent
Strongly Agree	105	28.8	28.8
Agree	219	60.2	89.0
Disagree	33	9.1	98.1
Strongly Disagree	7	1.9	100.0
Valid Cases	364	Missing Cases 3	

Results of Research Question Number Two

Questions 5-8 were analyzed to answer research question number two: Do teachers become more aware of their own teaching behaviors as a result of the pattern identification component of the post observation conference? Question five examined the role of pattern identification based upon factual data in making teachers more aware of their own teaching behaviors. Responses to this question indicated that 37% (135) of the participants strongly agreed that pattern identification based on factual data made teachers more aware of their own teaching behaviors, 56% (207) agreed, 6% (22) disagreed, and 1% (3) strongly disagreed (see Table 2, question 2).

Question six asked teachers to respond to the statement: Identifying teacher patterns (verbal or physical) is a factor in increasing the teacher's awareness of his or her own teaching behaviors. Perceptions of the teachers, as revealed in their responses, indicated that 40% (148) of the teachers strongly agreed, 54% (198) agreed, 4% (15) disagreed, and 2% (6) strongly disagreed (see Table 2, question 2).

Question seven investigated the issue of identifying student patterns (verbal or physical) as a means of making teachers more aware of their own teaching behaviors. Teachers expressed their perceptions with the following data: 30% (109) strongly agreed, 62% (226) agreed, 8%

(28) disagreed, and 1% (3) strongly disagreed (see Table 2, question 2).

Question eight supplied the researcher with data regarding the overall effect of pattern identification on making teachers more aware of their own teaching behaviors. Respondents answered positively in 94% of the cases. The specific breakdown was as follows: 31% (112) strongly agreed, 64% (233) agreed, 5% (17) disagreed, and 1% (5) strongly disagreed. As indicated by the figures, pattern identification did play a positive role in making teachers more aware of their own teaching behaviors (see Table 2).

Table 3
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE PATTERN IDENTIFICATION COMPONENT OF THE POST OBSERVATION CONFERENCE?

Q5 Pattern Identification Factual Data

	Frequency	Percent	Cum Percent
Strongly Agree	135	36.8	36.8
Agree	207	56.4	93.2
Disagree	22	6.0	99.2
Strongly Disagree	3	.8	100.0
Valid Cases	367	Missing Cases 0	

Q6 Pattern Identification Teacher Patterns

	Frequency	Percent	Cum Percent
Strongly Agree	148	40.3	40.3
Agree	198	54.0	94.3
Disagree	15	4.1	98.4
Strongly Disagree	6	1.6	100.0
Valid Cases	367	Missing Cases 0	

Q7 Pattern Identification Student Patterns

	Frequency	Percent	Cum Percent
Strongly Agree	109	29.8	29.8
Agree	226	61.6	91.5
Disagree	28	7.6	99.2
Strongly Disagree	3	.8	100.0
Valid Cases	366	Missing Cases 1	

Q8 Pattern Identification Overall

	Frequency	Percent	Cum Percent
Strongly Agree	112	30.5	30.5
Agree	233	63.5	94.0
Disagree	17	4.6	98.6
Strongly Disagree	5	1.4	100.0
Valid Cases	367	Missing Cases 0	

Results of Research Question Number Three

Survey questions nine and ten addressed research question number three: Do teachers become more aware of their own teaching behaviors as a result of the pattern assessment component of the post observation conference? Responses to question nine, which involved assessing patterns directly related to the teaching objectives, indicated that 23% (85) of the respondents strongly agreed, 68% (249) of the respondents agreed, 8% (28) disagreed, and 1% (5) of the respondents strongly disagreed. Assessing patterns, which do not directly relate to the teaching objectives, was the focal point of question ten. The data which resulted from this question denoted that 16% (57) of the respondents strongly agreed that assessing patterns not related to the teaching objectives makes teachers more aware of their own teaching behaviors, 67% (244) of the respondents agreed, 15% (56) disagreed, and 2% (8) strongly disagreed (see Table 4, question 3).

Assessing patterns does make teachers more aware of their own teaching behaviors, whether the pattern is related, or not related, to the teaching objectives. However, it should be noted that 91 percent responded positively regarding objectives directly related to the teaching objectives, whereas 83% responded positively regarding objectives which do not directly relate to the

teaching objectives. Teachers revealed a tendency towards placing a higher value on the assessment of patterns related to the teaching objectives as opposed to assessing patterns not related to the teaching objectives (see Table 4, question 3).

Table 4
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE PATTERN ASSESSMENT COMPONENT OF THE POST OBSERVATION CONFERENCE?

Q9 Assessing Patterns Related to Objectives

	Frequency	Percent	Cum Percent
Strongly Agree	85	23.2	23.2
Agree	249	67.8	91.0
Disagree	28	7.6	98.6
Strongly Disagree	5	1.4	100.0
Valid Cases	367	Missing Cases 0	

Q10 Assessing Patterns Not Related to Objectives

	Frequency	Percent	Cum Percent
Strongly Agree	57	15.6	15.6
Agree	244	66.8	82.5
Disagree	56	15.3	97.8
Strongly Disagree	8	2.2	100.0
Valid Cases	365	Missing Cases 2	

Results of Research Question Number 4

Research question number four asked: Do teachers become more aware of their own teaching behaviors as a result of the self-analysis component of the post observation conference? This question was answered through survey question number 11. Survey question 11 studied the role of self-analysis in making teachers more aware of their own teaching behaviors. As indicated by the resulting data, teachers regarded the self-analysis component of the post observation conference positively. Thirty-seven percent (137) of the respondents strongly agreed, 55% (200) of the respondents agreed, 6% (22) disagreed, and 2% (7) strongly disagreed.

Table 5
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE SELF-ANALYSIS COMPONENT OF THE POST OBSERVATION CONFERENCE?

	Q11 Self-Analysis		
	Frequency	Percent	Cum Percent
Strongly Agree	137	37.3	37.3
Agree	200	54.5	92.1
Disagree	22	6.0	98.1
Strongly Disagree	7	1.9	100.0
Valid Cases	366	Missing Cases 1	

Results of Research Question Number Five

Research question number five addressed the collegial relationship component of the post observation conference. Research question number five asked if teachers become more aware of their own teaching behaviors as a result of a collegial relationship between their supervisors and themselves. Research question number five was answered through survey question number 12. The data which resulted from the respondents' answers denoted a positive relationship between making teachers more aware of their own teaching behaviors and a collegial relationship between teachers and supervisors. Fifty-two percent (194) of the respondents indicated strong agreement that a collegial relationship makes the teachers more aware of their own teaching behaviors, 38% (140) agreed, 7% (27) disagreed, and 2% (6) strongly disagreed. The results indicated that 91% (334) of the participants assessed the collegial relationship as a positive influence in making teachers more aware of their own teaching behaviors (see Table 6, question 12).

Table 6
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE COLLEGIAL RELATIONSHIP COMPONENT OF THE POST OBSERVATION CONFERENCE?

Q12 Collegial Relationship

	Frequency	Percent	Cum Percent
Strongly Agree	194	52.9	52.9
Agree	140	38.1	91.0
Disagree	27	7.4	98.4
Strongly Disagree	6	1.6	100.0
Valid Cases	367	Missing Cases 0	

Results of Research Question Number Six

Research question number six focused on the role of future recommendations in making teachers more aware of their own teaching behaviors. Specifically, the research question was: Do teachers become more aware of their own teaching behaviors as a result of the recommendations made for future instruction during the post observation conference? The results of survey questions 13 and 14 provided the data relevant to research question number six.

Survey question number 13 referred to recommendations made for future instruction which were based upon patterns supportive of the lesson objectives. Twenty-two percent (83) of the respondents strongly agreed

that recommendations made in this manner made teachers more aware of their own teaching behaviors, 64% (235) agreed, 12% (44) disagreed, and 1% (5) strongly disagreed (see Table 7, question 13).

Question 14 referred to recommendations made for future instruction which were based upon patterns that interfere with achieving the lesson objectives. Responses to question 14 produced the following data. Eighty-three respondents, or 22% strongly agreed, 62% (225) agreed, 14% (51) disagreed, and 2% (7) strongly disagreed.

The data indicated that recommendations made for future instruction, which are based upon patterns, provided an avenue to make teachers more aware of their own teaching behaviors. Teachers responded positively (86%) regarding future recommendations based upon patterns supportive of the lesson objectives. The data indicated (84%) that a high number of teachers perceived the identification of patterns, regardless of their relationship to the objectives, as valuable for increasing awareness of teaching behaviors (see Table 7, question 14).

Table 7
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE RECOMMENDATIONS MADE FOR FUTURE INSTRUCTION DURING THE POST OBSERVATION CONFERENCE?

	Frequency	Percent	Cum Percent
Strongly Agree	83	22.6	22.6
Agree	235	64.0	86.6
Disagree	44	12.0	98.6
Strongly Disagree	5	1.4	100.0
Valid Cases	367	Missing Cases 0	

The Post Observation Conference

Survey question number 15 provided the respondents with an opportunity to respond to a comprehensive statement regarding the post observation conference. Participants were asked to respond to the following statement: The post observation conference increases the teacher's awareness of his/her own teaching behaviors.

The value of the post observation conference, for increasing teacher awareness of teaching behaviors, was evident as the data resulting from this statement was reviewed. A total of 366 teachers responded to this statement. Ninety-three percent (342) responded positively and 7% (24) responded negatively. The specific breakdown was as follows: 37% (134) strongly agreed, 57% (208) agreed, 4% (16) disagreed, and 2% (8) strongly disagreed.

Table 8
DO TEACHERS BECOME MORE AWARE OF THEIR OWN TEACHING BEHAVIORS AS A RESULT OF THE POST OBSERVATION CONFERENCE?

	Frequency	Percent	Cum Percent
Strongly Agree	134	36.6	36.6
Agree	208	56.8	93.4
Disagree	16	4.4	97.8
Strongly Disagree	8	2.2	100.0
Valid Cases	366	Missing Cases 1	

Rank Order of Component Importance

The researcher determined it would be beneficial to have the respondents rank order the six components of the post observation conference. This information supplied the researcher with additional data to answer research questions one through six.

Teachers were asked to rank order the importance of each component of the post observation conference. The rank order each teacher completed followed a continuum from 1 (high) to 6 (low). The data were analyzed to secure information regarding the rank order of the components as each related to making teachers more aware of their own teaching behaviors.

The statistical analysis chosen for this question, Kendall's Coefficient of Concordance, was used to determine if any association existed between the ranking

of the components. A chi-square statistical procedure determined the level of significance.

Minimal agreement existed among teachers regarding the order of importance of each component in making teachers more aware of their own teaching behaviors. The results indicated that 357 teachers responded out of a possible 367. The degree of agreement among the teachers was W=.1704. The test was significant at the .001 level with chi-square being 38.3481 (see Table 9).

Although little agreement existed on the order of importance, analysis of the mean ranks revealed certain elements of the post observation conference as being more important than others. Results of the mean ranks were as follows. Pattern identification had the lowest mean rank of 2.75, followed by self-analysis with a mean rank of 2.79, pattern assessment 3.48, collegial relationship 3.60, reconstruction 3.86 and future recommendations 4.52 (see Table 9).

Table 9
Kendall's Coefficient of Concordance

Component	Mean Rank	Importance Rank
Pattern Identification	2.75	1 Most Important
Self-Analysis	2.79	2nd
Pattern Assessment	3.48	3rd
Collegial Relationship	3.60	4th
Reconstruction	3.86	5th
Future Recommendations	4.52	6 Least Important

Chi-square	D.F.	Significance	W
38.3481	5	.0000	.1704

The researcher concluded that among this population, pattern identification and self-analysis were the most important elements in making teachers more aware of their own teaching behaviors. Reconstruction and recommendations made for future instruction were the elements ranked the least important.

Pattern identification which was ranked as the most important component of the post observation conference had a mean rank of 2.75, a median of 3.00, a mode of 2.00, and a standard deviation of 1.386. Twenty-three percent (83) of the population chose pattern identification as the most important component, 24% (86) chose it as the second most important, and 22% (77) chose it as the third most important component. Only 3% (9) of the respondents chose

pattern identification as the least important component of the post observation conference (See Table 10).

Table 10
PERCEIVED RANKED IMPORTANCE OF THE PATTERN IDENTIFICATION COMPONENT OF THE POST OBSERVATION CONFERENCE

	Pattern Identification		
Increases Awareness	Frequency	Percent	Cum Percent
Most	83	23.2	23.2
Second	86	24.1	47.3
Third	77	21.6	68.9
Fourth	67	18.8	87.7
Fifth	35	9.8	97.5
Least	9	2.5	100.0
	357		

Mean 2.75 Median 3.00 Mode 2.00 Std. Dev. 1.38

Self-analysis, which ranked as the second most important element, had a mean rank of 2.78, a median of 3.00, a mode of 1.00, and a standard deviation of 1.509. Twenty-seven percent of the respondents (96) chose self-analysis as the most important component, 21% percent (76) chose it as the second most important, and only 5% (18) chose self-analysis as the least important component of the post observation conference (see Table 11).

Table 11
PERCEIVED RANKED IMPORTANCE OF THE SELF-ANALYSIS COMPONENT OF THE POST OBSERVATION CONFERENCE.

Self-Analysis Mean Ranked Second			
Increases Awareness	Frequency	Percent	Cum Percent
Most	96	26.8	26.8
Second	76	21.2	48.0
Third	68	19.0	67.0
Fourth	64	17.9	84.9
Fifth	36	10.1	95.0
Least	18	5.0	100.0
	357		

Mean 2.78 Median 3.00 Mode 1.00 Std. Dev. 1.51

Pattern assessment with a mean rank of 3.48, a median of 3, a mode of 3, and a standard deviation of 1.403 was ranked the third most important component (see Table 12).

Table 12
PERCEIVED RANKED IMPORTANCE OF THE PATTERN ASSESSMENT COMPONENT OF THE POST OBSERVATION CONFERENCE

Pattern Assessment Mean Ranked Third			
Increases Awareness	Frequency	Percent	Cum Percent
Most	30	8.4	8.4
Second	67	18.8	27.2
Third	84	23.5	50.7
Fourth	83	23.2	73.9
Fifth	65	18.2	92.2
Least	28	7.8	100.0
	358		

Mean 3.47 Median 3.00 Mode 3.00 Std. Dev. 1.40

Collegial relationship with a mean rank of 3.60, a median of 4.0, a mode of 6.00, and a standard deviation of 1.931 was ranked fourth most important. This element was skewed toward both the high and low extremes. Twenty-three percent (82) of the respondents ranked collegial relationship as the most important component and 23% (85) ranked collegial relationship as the least important component of the post observation conference (see Table 13).

Table 13
PERCEIVED RANKED IMPORTANCE OF THE COLLEGIAL RELATIONSHIP COMPONENT OF THE POST OBSERVATION CONFERENCE

Collegial Relationship Mean Ranked Fourth

Increases Awareness	Frequency	Percent	Cum Percent
Most	82	23.0	23.0
Second	51	14.3	37.3
Third	34	9.5	46.8
Fourth	36	10.1	56.9
Fifth	69	19.3	76.2
Least	85	23.8	100.0
	357		

Mean 3.59 Median 4.00 Mode 6.00 Std. Dev. 1.93

Reconstruction with a mean rank of 3.86, a median of 4.00, a mode of 6.00, and a standard deviation of 1.757 was ranked the fifth most important component of the post observation conference. Fourteen percent (51) ranked reconstruction as the most important component, while 25% (89) ranked reconstruction as the least important component of the post observation conference (see Table 10).

Table 14
PERCEIVED RANKED IMPORTANCE OF THE RECONSTRUCTION COMPONENT OF THE POST OBSERVATION CONFERENCE

Reconstruction Mean Ranked Fifth			
Increases Awareness	Frequency	Percent	Cum Percent
Most	51	14.2	14.2
Second	45	12.6	26.8
Third	49	13.7	40.5
Fourth	59	16.5	57.0
Fifth	65	18.2	75.1
Least	89	24.9	100.0
	357		

Mean 3.86 Median 4.00 Mode 6.00 Std. Dev. 1.75

Future recommendations was perceived to be the least important component for making teachers more aware of their own teaching behaviors. The future recommendations component had a mean of 4.52, a median of 5.00, a mode of 6.00, and a standard deviation of 1.530. Thirty-six percent (129) perceived it to be the least important component, while only 5% felt it to be the most important component of the post observation conference (see Table 10).

Table 15
PERCEIVED RANKED IMPORTANCE OF THE FUTURE RECOMMENDATIONS COMPONENT OF THE POST OBSERVATION CONFERENCE

Future Recommendations Mean Ranked Sixth

Increases Awareness	Frequency	Percent	Cum Percent
Most	16	4.5	4.5
Second	34	9.5	14.0
Third	45	12.6	26.6
Fourth	46	12.9	39.5
Fifth	87	24.4	63.9
Least	129	36.1	100.0
	357		

Mean 4.52 Median 5.00 Mode 6.00 Std. Dev. 1.53

Crosstabulations Between the Components of the Post Observation Conference and the Demographics

Crosstabulations were used to check for comparisons between the components of the post observation conference and the demographic categories of years taught, years involved in the supervision process, years supervised by the same supervisor, participant's sex and participant's supervisor's sex. Chi-square was computed to determine the level of significance. The .01 level of significance was used by the researcher. The researcher wanted, in addition to cell count, the expected value, row percent, column percent, total percent, and residuals.

The intent of the researcher was to secure a comprehensive analysis of the demographic data. Therefore, the data was reviewed by incorporating two crosstab approaches. The first approach condensed the four original categories of strongly agree, agree, disagree, and strongly disagree into a dichotomy of agreement and disagreement. The second crosstab approach examined the demographic variables on a response continuum from strongly agree to strongly disagree.

Teachers who disagreed that the reconstruction component makes the teachers more aware of their own teaching behaviors would more probably be females than males. Sixty-eight percent of the teachers who responded negatively to the reconstruction component were females, while 32% of these teachers were males. This was a significant difference at the .005 level (see Table 16).

Table 16
CROSSTABS: RECONSTRUCTION BY RESPONDENTS' SEX

Count / Expected Value / Row Pct / Column Pct / Total Pct / Residual	Sex: Female	Sex: Male	Row Total
Agree	143 151.1 44.5% 84.6% 39.8% -8.1	178 169.9 55.5% 93.7% 49.6% 8.1	321 89.4%
Disagree	26 17.9 68.4% 15.4% 7.2% 8.1	12 20.1 31.6% 6.3% 3.3% -8.1	38 10.6%
Column Total	169 47.1%	190 52.9%	359 100%

Chi-Square	D.F.	Significance
7.77229	1	0.0053

The response patterns for the collegial relationship component were significantly different for teachers with male supervisors compared to teachers with female supervisors. Teachers with a male supervisor had a positive response (94%) more often than teachers who had a female supervisor (85%). Fifteen percent of the teachers with a female supervisor responded negatively, while 6% of the teachers with a male supervisor responded negatively.

The response patterns were significantly different at the .013 level.

Table 17
CROSSTABS: COLLEGIAL RELATIONSHIP BY SUPERVISOR'S SEX

Count / Expected Value / Row Pct / Column Pct / Total Pct / Residual	SUPERVISOR SEX: Female	Male	Row Total
Agree	68 73.4 20.5% 85.0% 18.8% -5.4	264 258.6 79.5% 93.6% 72.9% 5.4	332 91.7%
Disagree	12 6.6 40.0% 15.0% 3.3% 5.4	18 23.4 60.0% 6.4% 5.0% -5.4	30 8.3%
Column Total	80 22.1%	282 77.9%	362 100%

Chi-Square	D.F.	Significance
6.08840	1	0.0136

The response pattern to the statement referring to the teacher contribution to the reconstruction component revealed a significant difference between teachers with one to two years experience and teachers with more extensive teaching experience. Teachers with one to two

years experience strongly agreed (68%) that teachers' contributions to the reconstruction component makes the teachers more aware of their own teaching behaviors. In comparison, teachers with 3 to 5 years of teaching experience strongly agreed 33% of the time, teachers with 6 to 10 years of teaching experience strongly agreed 20% of the time, teachers with 11 to 15 years of teaching experience strongly agreed 30% of the time, and teachers with 16 or more years teaching experience strongly agreed 25% of the time that teacher contribution to the reconstruction component of the post observation conference makes the teachers more aware of their own teaching behaviors (see Table 18). The differences were significant at the .005 level.

Table 18
CROSSTABS: RECONSTRUCTION/TEACHER CONTRIBUTION
BY YEARS TAUGHT

Count
Expected Value
Row Pct
Column Pct
Residual

	1-2yrs	3-5yrs	6-10yrs	11-15yr	16 & up	Row Total
SA	15 6.3 14.6% 68.2% 8.7	7 6.0 6.8% 33.3% 1.0	12 17.4 11.7% 19.7% -5.4	28 26.7 27.2% 29.8% 1.3	41 46.7 39.8% 25.0% -5.7	103 28.5%
A	5 13.4 2.3% 22.7% -8.4	10 12.8 4.5% 47.6% -2.8	41 37.2 18.6% 67.2% 3.8	55 57.4 24.9% 58.5% -2.4	110 100.1 49.8% 67.1% 9.9	221 61.0%
D	2 1.9 6.3% 9.1% .1	3 1.9 9.4% 14.3% 1.1	8 5.4 25.0% 13.1% 2.6	9 8.3 28.1% 9.6% .7	10 14.5 31.3% 6.1% -4.5	32 8.8%
SD	0 .4 .0% .0% -.4	1 .3 16.7% 4.8% .7	0 1.0 .0% .0% -1.0	2 1.6 33.3% 2.1% .4	3 2.7 50.0% 1.8% .3	6 1.7%
Column Total	22 6.1%	21 5.8%	61 16.9%	94 26.0%	164 45.3%	362

Chi-Square	D.F.	Significance
28.3163	12	0.0050

The response pattern was significantly different between males and females regarding the teacher

contribution to the reconstruction component. The females' answers covered the continuum of responses, whereas the males' answers were confined to the first three response choices. The females strongly agreed 33% of the time, agreed 25% of the time, disagreed 10% of the time, and strongly disagreed 4% of the time. In contrast, as indicated in Table 19, the males strongly agreed 24% of the time, agreed 68% of the time, and disagreed 4% percent of the time. None of the male respondents strongly disagreed. The differences were significant at the .004 level.

Table 19
CROSSTABS: RECONSTRUCTION/TEACHER CONTRIBUTION BY SEX

Count
Expected Value
Row Pct
Column Pct
Residual

	Sex: Female	Sex: Male	Row Total
Strongly Agree	57 48.7 55.3% 33.3% 8.3	46 54.3 44.7% 24.1% -8.3	103 28.5%
Agree	91 104.4 41.2% 53.2% -13.4	130 116.6 58.8% 68.1% 13.4	221 61.0%
Disagree	17 15.1 53.1% 9.9% 1.9	15 16.9 46.9% 7.9% -1.9	32 8.8%
Strongly Disagree	6 2.8 100.0% 3.5% 3.2	0 3.2 0.0% 0.0% -3.2	6 1.7%
Column Total	171 47.2%	191 52.8%	362

Chi-Square	D.F.	Significance
13.1172	3	0.0044

Teachers with one to two years teaching experience were more likely to strongly agree that mutual agreement during the reconstruction component of the post observation conference made teachers more aware of their own teaching behaviors. Teachers with one to two years of

teaching experience strongly agreed 55% of the time. In contrast, as indicated in Table 20, teachers with 3 to 5 years of teaching experience strongly agreed 14% of the time, teachers with 6 to 10 years of teaching experience strongly agreed 12% of the time, teachers with 11 to 15 years of teaching experience strongly agreed 32% of the time, and teachers with 16 or more years of teaching experience strongly agreed 23% of the time. The differences were significant at the .009 level.

Table 20
CROSSTABS: RECONSTRUCTION/MUTUAL AGREEMENT
BY YEARS TAUGHT

Count
Expected Value
Row Pct
Column Pct
Residual

	1-2yrs	3-5yrs	6-10yrs	11-15yr	16 & up	Row Total
SA	12 5.5 13.3% 54.5% 6.5	3 5.2 3.3% 14.3% -2.2	7 15.2 7.8% 11.5% -8.2	30 23.4 33.3% 31.9% 6.6	38 40.8 42.2% 23.2% -2.8	90 24.9%
A	7 13.4 3.2% 31.8% -6.4	13 12.8 5.9% 61.9% .2	44 37.1 20.0% 72.1% 6.9	50 57.1 22.7% 53.2% -7.1	106 99.7 48.2% 64.6% 6.3	220 60.8%
D	3 2.7 6.8% 13.6% .3	4 2.6 9.1% 19.0% 1.4	10 7.4 22.7% 16.4% 2.6	11 11.4 25.0% 11.7% -.4	16 19.9 36.4% 9.8% -3.9	44 12.2%
SD	0 .5 .0% .0% -.5	1 .5 12.5% 4.8% .5	0 1.3 .0% .0% -1.3	3 2.1 37.5% 3.2% .9	4 3.6 50.0% 2.4% .4	8 2.2%
Column Total	22 6.1%	21 5.8%	61 16.9%	94 26.0%	164 45.3%	362

Chi-Square	D.F.	Significance
26.2897	12	0.0098

The differences in response patterns showed that teachers with one to two and three to five years of teaching experience were most likely to strongly agree (59% and 52%) that the reconstruction component based upon factual data makes the teachers more aware of their own teaching behaviors. The response pattern was significantly different at the .01 level (see Table 21).

Table 21
CROSSTABS: RECONSTRUCTION/FACTUAL DATA
BY YEARS TAUGHT

Count
Expected Value
Row Pct
Column Pct
Residual

	1-2yrs	3-5yrs	6-10yrs	11-15yr	16 & up	Row Total
SA	13 8.2 9.6% 59.1% 4.8	11 7.9 8.1% 52.4% 3.1	15 22.8 11.1% 24.6% -7.8	42 35.2 31.1% 44.7% 6.8	54 61.0 40.0% 33.1% -7.0	135 37.4%
A	7 11.9 3.6% 31.8% -4.9	6 11.4 3.1% 28.6 -5.4	44 33.1 22.4% 72.1% 10.9	42 51.0 21.4% 44.7% -9.0	97 88.5 49.5% 59.5% 8.5	196 54.3%
D	2 1.5 8.0% 9.1% .5	3 1.5 12.0% 14.3% 1.5	2 4.2 8.0% 3.3% -2.2	8 6.5 32.0% 8.5% 1.5	10 11.3 40.0% 6.1% -1.3	25 6.9%
SD	0 .3 .0% .0% -.3	1 .3 20.0% 4.8% .7	0 .8 .0% .0% -.8	2 1.3 40.0% 2.1% .7	2 2.3 40.0% 1.2% -.3	5 1.4%
Column Total	22 6.1%	21 5.8%	61 16.9%	94 26.0%	163 45.2%	361

Chi-Square	D.F.	Significance
26.1632	12	0.0102

A significant difference was seen between the males and females regarding the reconstruction component. Females strongly agreed 32% of the time, whereas males strongly agreed 26% of the time. Males agreed 67% of the time, while females agreed 53% of the time. Females disagreed 13% of the time compared to males who disagreed 5% of the time. Females strongly disagreed 2% of the time and males strongly disagreed 2% of the time. The responses were significantly different at the .009 level (see Table 22).

Table 22
CROSSTABS: RECONSTRUCTION/OVERALL BY SEX

Count / Expected Value / Row Pct / Column Pct / Residual	Sex: Female	Sex: Male	Row Total
Strongly Agree	54 49.0 51.9% 32.0% 5.0	50 55.0 48.1% 26.3% -5.0	104 29.0%
Agree	89 102.2 41.0% 52.7% -13.2	128 114.8 59.0% 67.4% 13.2	217 60.4%
Disagree	22 14.6 71.0% 13.0% 7.4	9 16.4 29.0% 4.7% -7.4	31 8.6%
Strongly Disagree	4 3.3 57.1% 2.4% .7	3 3.7 42.9% 1.6% -.7	7 1.9%
Column Total	171 47.1%	191 52.9%	359

Chi-Square	D.F.	Significance
11.5687	3	0.0090

Indicated in Table 23 are the results of the significance levels between the survey questions and the demographic components.

Table 23
CHI-SQUARE LEVEL OF SIGNIFICANCE

	Years Taught	Years Supervised	Years In Process	Your Sex	Supervisor's Sex
Q1 Reconstruction	.0050	.6284	.7703	.0044	.3040
Teacher Contribution	.01	NS	NS	.01	NS
Q2 Reconstruction	.0098	.6630	.6771	.1760	.8023
Mutual Agreement	.01	NS	NS	NS	NS
Q3 Reconstruction	.0102	.8629	.0341	.2266	.5735
Factual Data	.01	NS	.05	NS	NS
Q4 Reconstruction	.0207	.5040	.5078	.0090	.4783
Overall	.05	NS	NS	.01	NS
Q5 Pattern Ident.	.8462	.0274	.3726	.8245	.2401
Factual Data	NS	.05	NS	NS	NS
Q6 Pattern Ident.	.0902	.3083	.1442	.8544	.2191
Teacher Patterns	NS	NS	NS	NS	NS
Q7 Pattern Ident.	.3529	.1230	.0882	.6601	.7556
Student Patterns	NS	NS	NS	NS	NS
Q8 Pattern Ident.	.4316	.6452	.1015	.6415	.0791
Overall	NS	NS	NS	NS	NS
Q9 Pattern Assessment	.1091	.6425	.2175	.2418	.3974
Related To Objectives	NS	NS	NS	NS	NS

Table 23 (Continued)
CHI-SQUARE LEVEL OF SIGNIFICANCE

	Years Taught	Years Supervised	Years In Process	Your Sex	Supervisor's Sex
Q10 Pattern Assessment Not Related To Obj.	.0852 NS	.6315 NS	.7993 NS	.4630 NS	.8327 NS
Q11 Self-Analysis	.4060 NS	.5396 NS	.7950 NS	.3883 NS	.2789 NS
Q12 Collegial Relationship	.2789 NS	.3730 NS	.7204 NS	.3174 NS	.0136 .01
Q13 Recommendations Support Objectives	.8847 NS	.6881 NS	.5448 NS	.8776 NS	.4372 NS
Q14 Recommendations Not Support Obj.	.5508 NS	.5445 NS	.2956 NS	.3395 NS	.6341 NS
Q15 Post Conference Overall	.2865 NS	.9069 NS	.0942 NS	.9452 NS	.7067 NS

Implications of The Research Findings

This section discusses the use of the post observation conference as a supervisory tool. Also indicated in this section are implications for teachers, administrators, and supervisors.

Specific components are also discussed and their relative importance are identified. Recommendations for the use of these components are made. These recommendations are based upon the research data.

The influence of demographic factors, such as sex of the teacher and years of teaching experience are also presented. Implications for use by the administrator or supervisor are provided.

This researcher is cognizant of earlier studies which indicated that the major detriment to incorporating clinical supervision is the time commitment. The time commitment for the supervisor coupled with the unwillingness of the teacher to relinquish planning periods inhibits the use of clinical supervision (Putnal, 1981). The implications indicated below are made with recognition of this knowledge.

Implications of The Post Observation Conference

The Johari Window depicts teachers' awareness of teaching behaviors with a four cell concept (Luft, 1969). Each cell represents teachers' and supervisor's awareness

of teachers' teaching behaviors (Luft). The third cell, depicted as the blind self cell, is the cell which possesses the behaviors teachers do not recognize within their teaching patterns (Luft). The goal of the clinical supervisory process is to reduce the blind self cell and increase teachers' awareness of their own teaching behaviors (Sergiovanni & Starratt, 1979, p. 316).

Gibson recognized the importance of the reduction of the blind self cell and took the idea one step further. Gibson determined that, just by making teachers more aware of their behaviors, teaching techniques can be improved (1985).

The data resulting from this research provide educators with an avenue to decrease the blind self cell and increase teachers' awareness of teaching behaviors. This research has determined that the post observation conference, as defined by Bellon & Associates, does make teachers more aware of their own teaching behaviors.

Teachers recognize the effectiveness of the post observation conference for making them more aware of their own teaching behaviors. Therefore, the value of the post observation conference has been secured.

These findings provide implications for administrators, supervisors and teachers. Teachers, administrators and supervisors should commit to the post observation conference as a supervisory tool. Inherent in

the Bellon & Associates supervisory process is the assumption that teachers and supervisors want to improve their performance (Bellon & Bellon, 1982, p. 27). This assumption in conjunction with the fact that teachers recognize the effectiveness of the post observation conference will allow teachers to be committed participants. The post observation conference increases awareness of teaching behaviors and, therefore, can result in positive changes in teaching behaviors.

Implications of the Reconstruction Component

The data regarding the reconstruction component of the post observation conference indicated that this component is valuable for increasing teachers' awareness of their own teaching behaviors. The data implied that the three aspects of the reconstruction component, teacher contribution, mutual agreement and using factual data, should be used to increase teachers' awareness of their own teaching behaviors.

The data indicated that the level of experience for participating teachers has an effect on increasing teachers' awareness of their own teaching behaviors. New teachers, those with one to two years of teaching experience, strongly agreed, 68% of the time, that the reconstruction component makes teachers more aware of their own teaching behaviors. Teachers with more

experience strongly agreed less than one third of the time that the reconstruction component makes teachers more aware of their own teaching behaviors. Cognizant of this data, supervisors may want to place additional emphasis on the reconstruction component with teachers who have one to two years of teaching experience.

Sixty-eight percent of the new teachers, who had one to two years of teaching experience, strongly agreed that teacher contribution is a factor in increasing their awareness of their own teaching behaviors. A comparison with the data of more experienced teachers implies that lesson reconstruction has greater impact for increasing awareness of teaching behaviors for the beginning teacher. Supervisors, therefore, may decide to place a greater emphasis on this aspect of the reconstruction component with new teachers than with more experienced teachers. The supervisor should provide ample opportunity for all teachers to take an active role in the reconstruction of the lesson, however special attention should be given to new teachers.

Mutual agreement as it relates to the reconstruction component of the post observation conference, also held a different value for new teachers than for teachers with more teaching experience. New teachers regarded mutual agreement, during reconstruction, as more important to them than did their more experienced counterparts. This

concept implies it's important for the supervisor to ask the teachers if they agree upon what was observed. This finding also suggests that supervisors need to allow all teachers, especially new teachers, an opportunity to correct the gathered data during the reconstruction of the lesson.

The data indicated that reconstruction based upon factual data is important for all teachers, however the new teachers placed a higher level of importance upon this component than did the veteran teachers. Therefore, supervisors would be advised to make an extra effort to provide the new teacher with a more extensive factual foundation (more precise data) for the reconstruction of the lesson.

The data (Kendall's Coefficient of Concordance) indicated that experienced teachers viewed reconstruction of the lesson as one of the least important components of the post observation conference. New teachers see the reconstruction component based upon mutual agreement, joint participation, and factual data as one of the most important aspects of the post observation conference. Therefore, supervisors should put the reconstruction of the lesson component in the proper perspective. The supervisor should place a greater emphasis on the reconstruction component for new teachers because new teachers viewed the reconstruction component as having

greater potential for increasing their awareness of their own teaching behaviors than did the experienced teachers.

Implications of Pattern Identification

The data regarding the pattern identification component of the post observation conference indicated that this component is valuable for increasing teachers' awareness of their own teaching behaviors.

The data (Kendall's Coefficient of Concordance) indicated that teachers identified the pattern identification component as the most important component for increasing their awareness of their own teaching behaviors. Therefore, supervisors, mindful of the Johari Window Theory, should readily recognize the role that pattern identification plays in reducing the blind self cell. Also, supervisors can as a result of the awareness theory set forth by Gibson, justify the time spent on pattern identification. Identifying teaching patterns, which make teachers more aware of their teaching behaviors can, in and of itself, result in improved teaching techniques. Cognizant of this fact, the supervisor and teacher should place emphasis on identifying patterns of behavior (teacher or student). It should be noted that teachers indicated that identifying patterns of teaching behavior increased their awareness of their own teaching

behaviors slightly more than identifying patterns of student behavior.

Since the data indicated the value of pattern identification, the researcher, therefore, identifies a need for more training for teachers and supervisors in pattern identification. Advanced training could benefit both parties involved in the post observation conference.

Implications of Pattern Assessment

Data regarding the pattern assessment component revealed one implication which is important to supervisors. Assessing patterns related to the teacher's objectives is more important to the teacher than assessing patterns that are not related to the objectives. The data indicated supervisors should prioritize those objectives directly related to the teaching objectives. The data indicated that the discussion of patterns not related to the teaching objectives is important, however, the value of discussing patterns related to the teaching objectives is of higher importance. Therefore, supervisors and teachers should place greater emphasis on discussing behaviors that are related to the objectives of the lesson.

Implications of Self-Analysis

The data (Kendall's Coefficient of Concordance) indicated that self-analysis is one of the two most

important components of the post observation conference. The data also indicated that self-analysis increases teachers' awareness of their own teaching behaviors. Supervisors should be aware of the significance of the self-analysis component. Teachers need to be given data which have been obtained from the supervisor's observation. Teachers should be provided with an opportunity to summarize the data. This will allow the teachers to draw conclusions regarding the data. It is important for the supervisor to assume a subordinate role during this portion of the conference to assure that self-analysis takes place. The role of the supervisor, therefore, becomes that of a trainer, one who "empowers teachers" by training them to self-analyze effectively (Erlandson and Bifano, 1987, p. 31). It becomes essential for the teacher to take an active role during the post observation conference, to be given an opportunity to self-analyze their teaching, and to become an active decision maker during the supervisory process.

Implications of the data also suggest that it would be helpful to teachers to develop a staff development program which would focus on training teachers to analyze their own teaching behaviors.

Implications of Collegial Relationship

The data indicated that teachers view a collegial relationship, based upon trust, between themselves and their supervisor as an important component of the post observation conference. Therefore, the lack of a collegial relationship or a trust component could inhibit the successfulness of the post observation conference. Supervisors may want to provide the teachers with an opportunity to choose the supervisor they will work with for instructional improvement. If the choice of supervisor is not feasible, giving the teacher a choice regarding the time of observations, an opportunity to direct the post observation conference, or allowing teachers the time to become involved in peer coaching, may give the teachers the positive feeling which is conducive to professional growth.

Implications of Future Recommendations

The data (Kendall's Coefficient of Concordance) indicated that recommendations for future instruction were regarded by the teachers as the least important component of the post observation conference. The recommendations made for future instruction should focus on the greatest need and should be few. The data supported that recommendations for future instruction should be a partial result of the self-analysis component of the post

observation conference. The teacher will be more likely to implement the recommendations if they are "empowered" with the decision (Erlandson and Bifano, 1987).

Summary

The intent of this research was to ascertain the role of the post observation conference in making teachers more aware of their own teaching behaviors. The study explored the six components of the post observation conference; reconstruction, pattern identification, pattern assessment, self-analysis, collegial relationship, and recommendations for future instruction. The teachers' perceptions of the effectiveness of the components were analyzed in relationship to the demographic variables. The demographic variables included years of teaching experience, years the teachers had been supervised by their present supervisors, the number of years the teachers had experience with the Bellon & Associates supervision process, the responding teachers' sex, and the teachers' supervisor's sex.

Research results indicated that teachers perceive that all six components make teachers more aware of their own teaching behaviors.

Minimal agreement existed among teachers regarding the order of importance of each component in making teachers more aware of their own teaching behaviors. An

analysis of the data revealed that teachers perceive pattern identification as more important, followed by self-analysis, pattern assessment, collegial relationship, reconstruction, and recommendations for future instruction. It should be noted that teachers perceive all the components as important.

An analysis of the demographic data addressed as a part of this research project denoted differences in responses between male and female teachers, teachers with male versus female supervisors, and teachers with varying levels of teaching experience.

Teachers who disagreed that the reconstruction component increases their awareness would more likely be females than males. The difference was evident as 68% of the teachers who responded negatively were females, while only 32% of the teachers responding negatively were male.

A second area where the response pattern was significantly different between males and females was the question which addressed the teacher contribution to the reconstruction component. Females' answers covered the continuum of responses, whereas the males' answers were confined to three response choices. The females strongly agreed 33% of the time, agreed 25% of the time, disagreed 10% of the time, and strongly disagreed 4% percent of the time. In contrast, the males strongly agreed 24% of the time, agreed 68% of the time, and disagreed 4% percent of

the time. None of the male respondents strongly disagreed.

Responses to the question regarding the reconstruction component of the post observation conference also produced a significant difference between male and female respondents. Females strongly agreed 32% of the time, whereas males strongly agreed 26% of the time. Males agreed 67% of the time, while females agreed 53% of the time. Females disagreed 13% of the time compared to males who disagreed 5% of the time. Females strongly disagreed 2% of the time and males strongly disagreed 2% of the time.

An analysis of the response patterns for the collegial relationship component indicated a significant difference for teachers with male supervisors compared to teachers with female supervisors. Teachers with a male supervisor had a positive response (94%) more often than teachers who had a female supervisor (85%). Fifteen percent of the teachers with a female supervisor responded negatively, while 6% of the teachers with a male supervisor responded negatively.

The analysis of the demographic data produced a significant difference in the response patterns between teachers with varied levels of experience regarding three areas of the reconstruction component of the post observation conference. First, teachers with one to two

years of experience responded to the statement about the teacher contribution aspect of reconstruction differently than teachers with more extensive teaching experience. Teachers with one to two years experience strongly agreed (68%) that teachers' contributions to the reconstruction component makes the teachers more aware of their own teaching behaviors. In comparison, teachers with 3 to 5 years of teaching experience strongly agreed 33% of the time, teachers with 6 to 10 years of teaching experience strongly agreed 20% of the time, teachers with 11 to 15 years of teaching experience strongly agreed 30% of the time, and teachers with 16 or more years of teaching experience strongly agreed 25% of the time that teachers' contributions to the reconstruction component of the post observation conference made teachers more aware of their own teaching behaviors.

Secondly, teachers with one to two years teaching experience were more likely to strongly agree that mutual agreement during the reconstruction component of the post observation conference will make teachers more aware of their own teaching behaviors. Teachers with one to two years of teaching experience strongly agreed 55% of the time. In contrast, teachers with 3 to 5 years of teaching experience strongly agreed 14% of the time, teachers with 6 to 10 years of teaching experience strongly agreed 12% of the time, teachers with 11 to 15 years of teaching

experience strongly agreed 32% of the time, and teachers with 16 or more years of teaching experience strongly agreed 23% of the time.

A response pattern which was significantly different for males and females resulted from responses to the question which addressed reconstruction based upon factual data. The differences in response patterns indicated that teachers with one to two and three to five years of teaching experience are most likely to strongly agree (59% and 52%) that the reconstruction component based upon factual data made the teachers more aware of their own teaching behaviors.

In conclusion, the research resulting from this investigation reiterated the value of the components of the post observation conference in making teachers more aware of their own teaching behaviors.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This chapter is a summary of the study including the purpose, procedure, and findings. The conclusions were drawn directly from the research reported in chapter four. The recommendations were based on the findings, supplemented by some suggestions for further research.

The purpose of the study was to research the post observation conference as defined by Bellon & Associates. Specifically, the researcher examined the perceived effectiveness of the post observation conference in making teachers more aware of their own teaching behaviors. The specific question which provided the focal point for this project was: According to teachers' perceptions, do the elements of the post observation conference (pattern identification, pattern assessment, self-analysis, trust, reconstruction, and recommendations for future instruction), as defined in the Bellon & Associates process, make teachers more aware of their own teaching behaviors?

The impetus for this investigation was found in several sources. The Johari Window, a theoretical framework developed by Joseph Luft and Harry Ingham,

supported the researcher's desire to secure data which detailed the relationship between teacher supervision and the reduction of the third cell, the blind self (Sergiovanni, p. 317). It was the researcher's intent to effect a positive relationship between teacher supervision and increased teacher awareness of teaching behaviors.

Secondly, as determined by Gibson (1985),

> The teachers' comments indicate that raising teacher awareness may be sufficient to effect change. When teachers become active partners in analyzing their instructional techniques, just the awareness level of their techniques may bring about change in behavior (p.76).

His recommendation for further research regarding the innate ability of teachers to effect positive change through awareness of behaviors, provided the researcher with motivation to pursue this area of research.

The survey, which consisted of fifteen statements, one rank order question, and five demographic questions, was distributed to teachers in the following schools: Bolingbrook High School, Romeoville High School, Hinsdale Central High School, Adlai Stevenson High School and Libertyville High School. All the participating schools used the Bellon & Associates supervision process on a school-wide basis.

The information secured from the survey provided data about teachers' perceptions of how the post observation conference had increased their awareness of their own

teaching behaviors. Teachers were asked to rate each statement on a four point Likert-type scale, ranging from strongly agree to strongly disagree.

Conclusions

Conclusions resulting from the study are presented below. Each research question is discussed separately and data are provided to support the stated conclusion. The question which depicted a rank order of the six components of the post observation conference is reported. Data are explained according to the importance the respondents assigned to each component.

The first question which the researcher chose to investigate was: Do teachers become more aware of their own teaching behaviors as a result of the reconstruction component of the post observation conference?

Eighty-nine percent of the respondents answered positively, supplying the researcher with the data necessary to determine that the reconstruction component of the post observation conference does make teachers more aware of their own teaching behaviors.

The second question which was examined through this research was: Do teachers become more aware of their own teaching behaviors as a result of the pattern identification component of the post observation conference?

The resulting data, which show that 94% of the participants responded positively, provide proof that pattern identification, as a part of the post observation conference, does result in an increased awareness of teaching behaviors.

Question three asked: Do teachers become more aware of their own teaching behaviors as a result of the pattern assessment component of the post observation conference?

Ninety-one percent of the respondents indicated that the pattern assessment component, of the post observation conference, does make teachers more aware of their own teaching behaviors.

The fourth question which was addressed in this research was: Do teachers become more aware of their own teaching behaviors as a result of the self-analysis component of the post observation conference?

Ninety-two percent of the respondents indicated that they did perceive the self-analysis component as a means of making teachers more aware of their own teaching behaviors.

Research question five examined the question: Do teachers become more aware of their own teaching behaviors as a result of the collegial relationship component of the post observation conference?

Ninety-one percent of the participants responded positively to research question five. The teachers

indicated that a positive trust relationship, between teachers and supervisors, makes teachers more aware of their own teaching behaviors.

The sixth question asked: Do teachers become more aware of their teaching behaviors as a result of the recommendations made for future instruction? Eighty-four percent of the teachers indicated that they did perceive the development of recommendations for future instruction as a means of making teachers more aware of their own teaching behaviors.

The researcher also asked the respondents to rank the six components of the post observation conference. Teachers ranked the six research components as they perceived their order of importance. Importance was defined as a means of making teachers more aware of their own teaching behaviors. The results indicated minimal correlation in the order in which the respondents ranked the components. The researcher used a ranking system based upon arithmetic means, medians, and modes. An analysis of the data concluded that teachers perceive pattern identification and self-analysis as the two most important components for making teachers more aware of their own teaching behaviors. It was evident that most teachers, with the exception of teachers with one to two years experience, perceived that recommendations made for future instruction was the least important component of

the post observation conference. Teachers with one to two years experience perceived reconstruction as one of the most important components.

Significant differences in response patterns were found regarding the demographic components. The demographic components which had significant differences included the sex of the responding teacher, the teacher's supervisor's sex, and the years of teaching experience. No significant difference (at the .01 level) existed for the demographic components of, years involved in the process and, number of years supervised.

Responses to statements regarding the reconstruction component were influenced by the sex of the responding teacher. Overall, reconstruction was regarded more positively by teachers who were male, than teachers who were female. Also, responding teachers who were female were more likely to strongly agree, and strongly disagree, than their male counterparts, that teachers' contributions make teachers more aware of their own teaching behaviors.

The sex of the supervisor affected the response patterns to the statement regarding the collegial relationship component. Teachers who had female supervisors were more prone to disagree that the collegial relationship made the teachers more aware of their own teaching behaviors.

The pattern of responses of teachers with varied levels of experience revealed differences in answers to statements regarding three aspects of the reconstruction component of the post observation conference. Teachers with one to two years of teaching experience responded to the statements regarding teacher contribution and mutual agreement differently than teachers with more extensive experience. Teachers with one to two years of teaching experience were more prone to strongly agree that these two aspects of the reconstruction component made the teachers more aware of their own teaching behaviors. The third response pattern which was significantly different for teachers of varied levels of teaching experience was observed in the responses to the statement which referred to reconstruction based upon factual data. Teachers with one to two and three to five years of teaching experience were most likely to strongly agree that reconstruction, based upon factual data made the teachers more aware of their own teaching behaviors.

Recommendations for Implementing Findings

Putnal (1981) and Arbucci (1978) reported, in their research, that the major detriment to incorporating clinical supervision in the school setting is the amount of time it takes to implement the process. Mindful of this premise, the researcher recommends the following:

1. Administrators, supervisors, instructors, and school districts who are not using the Bellon and Associates synergetic supervision process should consider implementing the process.

2. Supervisors and teachers using the Bellon & Associates supervision process should place greater emphasis on identifying teaching patterns.

3. Inservices should be conducted to help train teachers to self-analyze their own data as a part of the Bellon & Associates process.

4. Less emphasis should be placed on reconstructing the lesson (except for teachers with one to two years of teaching experience).

5. Recommendations should focus on the greatest need and be few in number.

Recommendations for Further Research

The findings and conclusions of the study suggest further research in the following areas.

1. It is recommended that research be undertaken to determine the possible effects of synergetic supervision on student achievement.

2. It is recommended that research studies be conducted to compare teacher and student outcomes of this supervision model to other clinical, or non clinical, supervision models.

3. It is recommended that the study be replicated at the elementary level.

4. It is recommended that a follow up study, using the perceptions of elementary and secondary school teachers and supervisors, be conducted on the pre and post conference of the synergetic supervision process.

5. It is recommended that research studies be conducted on the effectiveness in using the synergetic supervision process as part of a program for teacher evaluation.

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APPENDICES

APPENDIX A

PILOT LETTER

Ken Sorrick
1632 Wildwood Ln.
Darien, Il 60559
(312) 985-2867

September 26, 1987

Dear

I know that upon your return from the Summer Leadership Conference, 1987, you found yourself proud to be a professional educator. The enthusiasm and professionalism displayed throughout the conference, by all the participants, acknowledged the excellent leadership prevalent in the field of education today.

Your name was given to me, by Jerry Bellon, as a professional interested in the developing field of teacher supervision. I am doing my doctoral dissertation on teacher supervision, specifically, the post observation conference component of the Bellon & Associates Teacher Supervision Process. I would appreciate your assistance in finalizing the format for my research instrument.

I would sincerely appreciate it if you would take some time to complete the enclosed survey and the questionnaire evaluation form. Please keep in mind, while you are evaluating this instrument, that the survey will only be used with teachers.

All of the individuals who participate in the research will be supplied with a summary of the results upon completion of the project.

I would appreciate it if you could respond by **October 10, 1987.** Thank you for your cooperation.

Respectfully,

Ken Sorrick

APPENDIX B

EVALUATION FORM FOR PILOT STUDY

QUESTIONNAIRE EVALUATION FORM

I appreciate the time and effort you have agreed to take to give me feedback concerning the attached survey. The research question which will be addressed through the use of this survey is: Does the feedback provided in the post-observation conference result in an increased awareness of teaching behaviors?

Please fill in the appropriate blanks so that I may better evaluate and edit the attached questionnaire.

1. Is the questionnaire well organized?

Yes No

COMMENTS:

2. Are questions clearly and briefly worded?

Yes No

COMMENTS:

3. Are the terms used easily understood?

Yes No

COMMENTS:

4. Approximately how long did it take you to complete the questionnaire? _____

COMMENTS:

5. Are there items on the questionnaire that should be eliminated?

Yes No

COMMENTS:

6. Are there items that should be added to the questionnaire?

Yes No

COMMENTS:

APPENDIX C

LETTER TO TEACHERS

Dear Colleague,

You have been chosen to participate in a study concerning teachers' perceptions towards the post observation conference, as defined by Bellon & Associates. Your completion of this questionnaire will contribute much to the value of this study.

The questionnaire has been designed to secure only the most essential information in a time saving manner. Results will be made known to all participating schools, however neither you nor your school system will be identified in the formal report.

Your cooperation is sincerely appreciated. Thanks for your kind assistance.

General Directions

(1) There are 21 items on the instrument. Please answer all items so that your perceptions may be best reflected.

(2) Your name is not to be put on the questionnaire, so be free in expressing your feelings, and choose the one answer which explains most clearly how you feel.

(3) Terms which are an intrinsic part of the Bellon & Associates' supervision process have been defined for your convenience.

APPENDIX D

TEACHERS' SURVEY

Post Observation Conference Feedback Survey

RECONSTRUCTION-Recreating the lesson observed.

1. The teacher's contribution to the reconstruction of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

2. Mutual agreement between the observer and the teacher during the reconstruction of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

3. Using factual data for the reconstruction of the lesson is a factor which increases the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

4. The reconstruction component of the post observation conference increases the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

PATTERN IDENTIFICATION-The process of identifying those behaviors (student or teacher) that occur regularly during the instructional process.

5. Using factual data to identify patterns is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

6. Identifying teacher patterns (verbal or physical) is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

7. Identifying student patterns (verbal or physical) is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

8. The pattern identification component of the post observation conference increases the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

PATTERN ASSESSMENT-Determining the value of the patterns which are identified.

9. Assessing patterns which are directly related to the objectives of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

10. Assessing patterns which **are not** directly related to the objectives of the lesson is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

SELF-ANALYSIS-The ability of the teacher to examine and evaluate his/her own teaching behaviors.

11. The teacher's self-analysis of the data which is provided by the observer is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

COLLEGIAL RELATIONSHIP-Mutual trust between the teacher and the observer.

12. The development of a trust relationship between the teacher and the observer is a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

RECOMMENDATIONS FOR FUTURE INSTRUCTION-Plans developed between the teacher and the observer for future instructional activities.

13. Recommendations for future instruction, which are based upon patterns supportive of the lesson objectives, are a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

14. Recommendations for future instruction, which are based upon patterns which interfere with achieving the lesson objectives, are a factor in increasing the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

15. The post observation conference increases the teacher's awareness of his/her own teaching behaviors.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

16. Indicated below are the six components of the post observation conference referred to in this questionnaire. Rank order the importance of each component, as you perceive it, for increasing your awareness of your teaching behaviors. Rank order the components from 1 (the component which increases awareness the most) to 6 (the component which increases awareness the least.)

_____ Reconstruction

_____ Pattern Identification

_____ Pattern Assessment

_____ Self-Analysis

_____ Collegial Relationship between Observer and Teacher

_____ Future Recommendations for Instruction

Demographic Information-Please circle the correct letter answer.

17. How many years have you been teaching including this year?
a) 1-2 years b) 3-5 years c) 6-10 years d) 11-15 e) 16 or more years

18. How long have you been supervised by your present supervisor including this year?
a) 1 year b) 2 years c) 3-5 years d) 6-10 years e) 11 or more years

19. How many years have you been involved in the Bellon and Associates supervision process including this year?
a) Not involved b) 1 year c) 2-3 years d) 4 or more years

20. Your sex: a) female b) male

21. Supervisor's sex: a) female b) male

VITA

Kenneth Martin Sorrick, was born on June 8, 1952, in Chicago Illinois to David and June Sorrick. In 1976, he graduated from Northern Illinois University with a Bachelors of Music degree in music education, and a Bachelors of Science degree in history. He received his Masters of Science in Education degree in educational administration, in December of 1980 from Northern Illinois University. He continued his education receiving his Doctor of Education degree in Educational Administration and Supervision from Loyola University in May of 1988.

Kenneth Sorrick has taught junior high history, music in grades K-12, was a junior high band director, private music teacher, guidance counselor, dean of students and currently is the assistant principal at Bolingbrook High School, Bolingbrook Illinois.

His related experiences include trainer of administrators for the State of Illinois administrators academy, membership in Phi Delta Kappa, National Association of Secondary School Principals, Illinois Principals Association, National Staff Development Council, and Association for Supervision and Curriculum Development.

APPROVAL SHEET

The dissertation submitted by Kenneth Martin Sorrick has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 12, 1988
Date

Max A. Bailey
Director's Signature