

Saduman Kapusuzoglu<sup>1</sup>, Umit Dilekci<sup>2</sup>

AN ANALYSIS OF THE ADOPTABILITY OF  
SUPERVISION MODEL IN EDUCATION

*The purpose of this study is to determine the adoptability of inspection models through the views of teachers and inspectors. The sampling of the study consists of 540 class and branch teachers assigned in 14 public elementary schools and 706 inspectors employed in 17 provinces. 4 sub-dimensions developed by the researchers and Artistic Inspection Model Scale consisting of 58 items are used as the data collection tools. In the conclusion of the research, a considerable difference between the views of teachers and inspectors appeared regardless of any important difference fails to appear in all the dimensions and total scale between the views of teachers regarding the adoptability of model.*

**Keywords:** artistic inspection model; inspector; teacher; adoption.

Садуман Капушучоғлу, Уміт Ділекджи  
АНАЛІЗ ПРИЙНЯТНОСТІ МЕТОДУ  
НАСТАВНИЦТВА В ГАЛУЗІ ОСВІТИ

*У статті є визначено прийнятності методу наставництва з точки зору вчителів і інспекторів. Вибірка дослідження складається з 540 класних вчителів та вчителів з предмету у 14 державних початкових школах і 706 інспекторів у 17 провінціях. Як інструмент збору даних використано 4 субпараметри, розроблені дослідниками, і модельна шкала професійної інспекції, яка складається з 58 пунктів. Виявлено значну різницю між поглядами вчителів і інспекторів, незважаючи на те, що відсутні важливі відмінності у всіх вимірах і на загальній шкалі між поглядами вчителів відносно прийнятності моделі.*

**Ключові слова:** модель професійної інспекції; інспектор; вчитель; прийнятність.

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НАСТАВНИЧЕСТВА В ОБРАЗОВАНИИ

*В статье определена приемлемость метода наставничества с точки зрения учителей и инспекторов. Выборка исследования состоит из 540 классных и предметных учителей в 14 государственных начальных школах и 706 инспекторов в 17 провинциях. В качестве инструмента сбора данных используются 4 субпараметра, разработанные исследователями, и модельная шкала профессиональной инспекции, состоящая из 58 пунктов. Выявлена значительная разница между взглядами учителей и инспекторов, несмотря на то, что отсутствуют важные различия во всех измерениях и на общей шкале между взглядами учителей относительно приемлемости модели.*

**Ключевые слова:** модель профессиональной инспекции; инспектор; учитель; приемлемость.

**1. Introduction.** It is challenging to provide a generally accepted and settled definition for the concept of inspection. Aydin (1986) defines educational inspection as "the process of understanding whether organizational actions comply with the prin-

<sup>1</sup> Assoc.Prof., Dr., Department of Educational Sciences, Faculty of Education, Abant Izzet Baysal University, Bolu, Turkey.

<sup>2</sup> MSc, Teacher, Gazipasa Primary School, Bolu, Turkey.

ciples and rules determined for accepted purposes. On the other hand, Atay (1999) refers to "a function establishing various balances as a result of counter process and reaction", whereas Bursalioglu (2005) points out "a process combining the results estimated through various theories", and Sullivan and Glanz (2005) state "the process of focusing on education by the teacher in order to improve teaching and increase the success of students" (Ilgan, 2006).

While Alfonso, Firth and Neville (1975) emphasize the administrative aspect of inspection, accordingly to Kimbrough and Burkett (1990); the primary element requiring inspection is preventing the loss of power for relevant organization known as "entropy". By the studies concerning whether the status of inspection system enabling to evaluate the efficiency and performance of educational processes complies with the modern day, provides opportunities for the development of teachers and satisfies teachers and inspectors as two major elements of inspection (Buyukaslan, 1996; Gul, 2001; Has, 1998; Engin, 2003; Gren and Smyser, 1996; Peterson, 1999; Gates, 2005; Ilgan, 2008), it is confirmed the traditional inspection approach stands ineffective.

For this reason, especially the modern educational models become subjects for many researches made by: Yasar (1995), Agaoglu (1995), Goler (1999), Koruc (2005), Ilgan (2006), Kunduz (2007), Senol (2009), Yildirim (2009) in certain periods. In addition to the stated researches, the scientific inspection and its problems are discussed in the article of Seckin (1998) titled "A New Approach in Inspection: Artistic Inspection" regarding the artistic inspection as one of the modern inspection approaches and it is followed by the definitions on artistic inspection, its features and important aspects. In his article titled "Artistic Inspection" Yilmaz (2004) addressed the concept of art, artistic aspects of educational activities, definition of artistic inspection and its features, principles, important aspects and criticisms against this model in theoretical manner.

Eisner (1982) discussed whether education and inspection stand as science or art in the "Artistic Approach in Inspection", the section of the article titled "Inspection of Education". According to Eisner, education stands as an art and it is not always performed in a predesigned way. Conversely, education depends on conditions. The strict rules concerning the ways of teaching restrict teachers (Hopkins and Moore, 1993, Aydin, 2008). Eisner introduced aesthetic sensitivity as an alternative for technical rationality in inspection. According to Eisner, education is an art rather than a science. Thus, he strongly opposes the inspectors imposing a specific educational approach. It is important for an inspector to be specialized in his field of observation (Pajak, 1993; Aydin, 2008).

Sergiovanni (1982) provided aspects for various models regarding the inspection through the "combination of scientific, clinic and artistic approaches towards inspection practices". In this study 3 aspects of inspection (scientific, clinic and artistic) are discussed whereas the theory of inspection practice is proposed.

Stanley included the discussions on educational dimensions as the art argued by Eisner in his article titled "Discussions on Education as an Art Formation". This study is also considerable due to offering suggestions for the research on the adoptability of artistic inspection model from the point of views of teachers (class and branch teachers) and inspectors as one of the models seeking alternative solutions for the problems in existing inspection practices. For this reason, the answers are searched for the following questions:

1. What are the views of class and branch teachers on the adoptability of artistic inspection model in public elementary schools?

2. Is there any considerable difference between the views of class and branch teachers on the adoptability of artistic inspection model in public elementary schools?

3. What are the views of inspectors on the adoptability of artistic inspection model in public elementary schools?

4. Is there any considerable difference between the views of teachers (class and branch teachers) and inspectors on the adoptability of artistic inspection model in public elementary schools?

5. Do the views of teachers (class and branch teachers) on the adoptability of artistic inspection model in public elementary schools vary with regard to professional seniority?

6. Do the views of inspectors on the adoptability of artistic inspection model in public elementary schools vary with regard to professional seniority?

**2. Data and Methodology.** The information regarding the method, population and sampling of the study is included in this section together with the data collection tool, its application and statistical analysis techniques used in the analysis of collected data. The screening model is preferred in this study.

*2.1. Population and Sampling.* The population of this study consists of 43 public elementary schools covering the II period of the 2010-2011 school year and 1115 class and branch teachers employed in these schools as well as 706 inspectors employed in 17 provinces, all selected by random sampling method. On the other hand, the sampling of this study is formed by 540 class and branch teachers employed in 14 public elementary schools and 706 inspectors employed in 17 provinces.

*2.2. Data Collection Tool.* The data collection tool consists of 2 parts. In the first part, a personal information form including personal information of teachers and inspectors is prepared whereas gender, professional seniority, educational background and duties (class/branch teacher - inspector) are asked. The second part of the scale consists of 4 sub-dimensions and 58 clauses in total. The sub-dimensions are "Philosophy of artistic inspection", "Teaching as an art", and "Assessment activities for artistic approach", and "Educational speciality task for the inspector".

The validity study for the data collection tool has been performed. A considerable difference is failed to appear between the first and the last applications in pre-application study ( $p > 0,05$ ) whereas the 1st dimension is founded as 0.27, 2nd dimension is 0.39, 3rd dimension is 0.46 and 4th dimension is 0.48. In internal consistency measure, Cronbach's alpha (Ca) method is applied and internal consistency of every dimension is examined. It is founded as follows: Ca for the 1st dimension = 0.90, Ca for the 2nd dimension = 0.87, Ca for the 3rd dimension = 0.90 and Ca for the 4th dimension = 0.80.

*2.3. Analysis and Interpretation of Data.* The data collected from the researches are analyzed by using the SPSS 18.00 package. The percentage, frequency, arithmetic mean, standard deviation, one-way variance analysis (One-Way ANOVA) and t-test for independent groups (unrelated sampling) are used in the analysis of the data in accordance with the subproblems.

In measuring personal information of teachers and inspectors, the one-way variance analysis (One-Way ANOVA) and t-test for independent groups are used. Furthermore, Scheffe test as one of the post hoc tests and T2 test are used in order to determine the source of difference arising from the variance analysis results. The t-test for independent groups is used due to the inexistence of difference between the groups accordingly to the results of the conducted T2 test.

### 3. Results of Analysis.

*3.1. Findings on Personal Information of the Teachers.* 57,6% of the teachers participating in the study are female whereas 42,4% are male. By the analysis of professional seniority variable, it is realized that 18,3% have 1-5 years, 24,1% have 6-10 years, 18,6% have 11-15 years, 12,8% have 16-20 years, 10,0% have 21-25 years and 16,2% have 26 or more years of seniority. By the analysis of educational background of teachers, it is seen that 10,7% have associate degree, 4,8% have 2+2 degree completion, 76,2% have bachelor degree and 8,3% have master's degree whereas the teachers holding PhD degree are not present. By the analysis of assignment variable, it is realized that 46,9% of the teachers participating in the study are class teachers whereas 53,1% are branch teachers.

*3.2. Findings on Personal Information of the Inspectors.* 18,4% of the inspectors participating in the study are female whereas 81,6% are male. According to this data, it can be mentioned that male inspectors form the majority of the participants. By the analysis of professional seniority of the inspectors, it is realized that 12,3% have 1-5 years, 15,6% have 6-10 years, 27,9% have 11-15 years, 20,7% have 16-20 years, 15,1% have 21-25 years and 8,4% have 26 or more years of seniority. By the analysis of educational background variable of the inspectors, it is seen that 1,7% have associate degree, 17,3% have 2+2 degree completion, 45,3% have bachelor degree, 33,0% have master's degree and 2,8% have PhD.

*3.3. Findings and Comments on the First Subproblem.* The first subproblem of the study refers to the question: "What are the views of class teachers on adoptability of artistic inspection model in public elementary schools?"

**Table 1. The views of class teachers regarding the adoptability of artistic inspection model.**

Dimensions	n	$\bar{X}$	sd
Philosophy of artistic inspection	136	4,50	0,50
Teaching as an art	136	4,34	0,52
Assessment activities for artistic approach	136	4,41	0,50
Educational speciality task for the inspector	136	4,27	0,55
General Total	136	4,38	0,51

*3.4. Findings and Comments on the Second Subproblem.* The second subproblem of the study refers to the question: "Is there any considerable difference between the views of class and branch teachers on the adoptability of artistic inspection model in public elementary schools?" In accordance with this purpose, the t-test conducted to determine whether the subdimensions of adoptability of artistic inspection model and the final total of scale differ accordingly to the assignment variable (class or branch teachers) is included in Table 2.

**Table 2. The results of t-test regarding the comparison of views of class and branch teachers (CT-BT) for the adoptability of artistic inspection model**

Dimensions	Task	n	$\bar{X}$	sd	df	t	p
Philosophy of artistic inspection	CT	136	4,50	0,50	288	,522	,602
	BT	154	4,46	0,55			
Teaching as an art	CT	136	4,34	0,52	288	-,722	,471
	BT	154	4,39	0,58			
Assessment activities for artistic approach	CT	136	4,41	0,50	288	,962	,337
	BT	154	4,35	0,56			
Educational speciality task for the inspector	CT	136	4,27	0,55	288	,381	,704
	BT	154	4,25	0,59			
General Total	CT	136	4,38	0,52	288	,552	,579
	BT	154	4,36	0,57			

While analyzing Table 2, one can realize that both class and branch teachers have the same views on the adoptability of artistic inspection model and adopt the model "entirely".

*3.5. Findings and Comments on the Third Subproblem.* The third subproblem of the study refers to the question: "What are the views of inspectors on the adoptability of artistic inspection model in public elementary schools?" In accordance with this purpose, the findings regarding the inspectors by subdimensions of adoptability of artistic inspection model and the final total of scale are included in Table 3 together with the arithmetic mean reached through these findings.

**Table 3. The views of inspectors regarding the adoptability of artistic inspection model**

Dimensions	n	$\bar{X}$	sd
Philosophy of artistic inspection	179	4,19	0,56
Teaching as an art	179	4,08	0,51
Assessment activities for artistic approach	179	4,13	0,39
Educational speciality task for the inspector	179	3,95	0,57
General Total	179	4,07	0,52

In the analysis of Table 3, we can mention that the inspectors have adopted the artistic inspection model "to a great extent". According to these results, it can be stated the inspectors regard communication skills in inspection like the class and branch teachers. It is also possible to point out the inspection is not only related to find teaching deficiencies, but the encouragement of teachers through determining their positive actions and the inspectors adopt to study on educational theories, history of education and social sciences.

*3.6. Findings and Comments Regarding the Fourth Subproblem.* The fourth sub-problem of the study refers to the question: "Is there any considerable difference between the views of teachers (class and branch teachers) and inspectors on the adoptability of artistic inspection model in public elementary schools?" In accordance with this purpose, the t-test conducted to determine whether the subdimensions of adoptability of artistic inspection model and the final total of scale differ according to the teachers and the inspectors variable is included in Table 4.

**Table 4. The results of t-test regarding the comparison of views of inspectors and teachers for the adoptability of artistic inspection model**

Dimensions	Task	n	$\bar{X}$	sd	df	t	p
Philosophy of artistic inspection	Inspector	179	4,19	0,56	467	-5,467	,000*
	Teacher	290	4,48	0,52			
Teaching as an art	Inspector	179	4,08	0,51	467	-5,522	,000*
	Teacher	290	4,37	0,55			
Assessment activities for artistic approach	Inspector	179	4,13	0,39	467	-5,153	,000*
	Teacher	290	4,37	0,54			
Educational speciality task for the inspector	Inspector	179	3,95	0,57	467	-5,625	,000*
	Teacher	290	4,26	0,57			
General Total	Inspector	179	4,07	0,52	467	-12,182	,000*
	Teacher	290	4,38	0,54			

\* $p < 0,05$

By the analysis of Table 4, the inspectors expressed an opinion of the "to a great extent" level in all the subdimensions while the teachers expressed in "entirely" level. Furthermore, a considerable difference between the views of teachers (class and branch teachers) and the inspectors appeared ( $p < 0.05$ ) in respect to the final total of artistic inspection method scale. Accordingly, it can be mentioned that teachers adopt artistic inspection better than inspectors. The arithmetic mean values reached through the highest difference between the adoptability levels of relevant elements regarding the artistic inspection method are also included in Table 5.

**Table 5. Items including the highest difference level of adoptability for the artistic inspection model by educational inspectors and teachers**

Clauses	Inspector $\bar{X}$	Teacher $\bar{X}$
The concern of sharing a common view among the inspectors may cause the violation of important characteristics of a lecture.	2,23	4,22
The inspector shall be focused sensitively on the incidents occurring within the class.	2,60	4,36
The inspector shall focus on the dimension of explaining the background meaning of an action in the class.	2,53	4,01
A poetic, influential and metamorphic language shall be used for reflections of views and the communication to be established with teachers.	2,44	3,91
It shall be better for the inspector to emphasize the strongest skills of teachers rather than the characteristics open to improvement.	3,08	4,01
The inspection shall consist of the relations with the teachers taking initiatives and holding freedom whether to accept or reject the suggestions of inspectors.	3,50	4,36

*3.7. Findings and Comments on the Fifth Subproblem.* The fifth subproblem of the study refers to the question: "Do the views of teachers (class and branch teachers) on the adoptability of artistic inspection model in public elementary schools vary with regard to the professional seniority?". In accordance with this purpose, the results of variance analysis (One-Way ANOVA) conducted to determine whether the views of the teachers on the adoptability of artistic inspection model create any considerable difference with regard to the professional seniority variable are shown in Table 6.

**Table 6. The results of the variance analysis regarding the comparison between the views of teachers on the adoptability of artistic inspection model and the professional seniority variable**

Dimensions	Source of Variance	Sum of Squares	df	Mean of Squares	F	p
Philosophy of artistic inspection	Inter-groups	,305	5	,061	,216	,955
	In-groups	80,109	284	,282		
	Total	80,414	289			
Teaching as an art	Inter-groups	1,835	5	,367	1,190	,314
	In-groups	87,566	284	,308		
	Total	89,401	289			
Assessment activities for artistic approach	Inter-groups	,479	5	,096	,324	,898
	In-groups	83,797	284	,295		
	Total	84,276	289			
Educational speciality task for the inspector	Inter-groups	1,173	5	,235	,710	,617
	In-groups	93,909	284	,331		
	Total	95,083	289			
General Total	Inter-groups	2,012	5	,402	1,311	,257
	In-groups	354,236	284	,307		
	Total	356,248	289			

In the analysis of Table 6 any considerable difference between the views of teachers is failed to appear with regard to professional seniority as it is seen in the final total of artistic inspection model ( $p > 0.05$ ). The teachers having greater professional seniority have adopted the artistic inspection model entirely.

*3.8. Findings and Comments on the Sixth Subproblem.* The sixth sub-problem of the study refers to the question: "Do the views of inspectors on the adoptability of artistic inspection model in public elementary schools vary with regard to the professional seniority?" In accordance with this purpose, the results of the variance analysis (One-Way ANOVA) conducted to determine whether the views of inspectors on the adoptability of artistic inspection model create any considerable difference with regard to the professional seniority variable are shown in Table 7.

**Table 7. The results of the variance analysis regarding the comparison between the views of inspectors on the adoptability of artistic inspection model and the professional seniority variable**

Dimensions	Source of Variance	Sum of Squares	df	Mean of Squares	F	p
Philosophy of artistic inspection	Inter-groups	1,386	5	,277	,866	,505
	In-groups	55,374	173	,320		
	Total	56,760	178			
Teaching as an art	Inter-groups	2,313	5	,463	1,775	,120
	In-groups	45,095	173	,261		
	Total	47,408	178			
Assessment activities for artistic approach	Inter-groups	,719	5	,144	,928	,464
	In-groups	26,790	173	,155		
	Total	27,508	178			
Educational speciality task for the inspector	Inter-groups	2,675	5	,535	1,654	,148
	In-groups	55,967	173	,324		
	Total	58,642	178			
General Total	Inter-groups	4,211	5	,842	3,114	,009*
	In-groups	191,986	173	,270		
	Total	196,197	178			

\* $p < 0,05$

In the analysis of Table 7 any considerable difference is failed to appear in all the dimensions of the artistic inspection ( $p > 0.05$ ). However, a considerable difference occurred between the views of inspectors with regard to the professional seniority, while considering the final total of the artistic inspection model scale ( $F = (3,114)$ ,  $p < 0.05$ ). In other words, the views of the inspectors on the adoptability of the artistic inspection model vary to a great extent by the professional seniority.

T2 test is conducted in order to find the source of this difference between the views of inspectors by the professional seniority variable in the final total. The results of the conducted T2 test are provided in Table 8.

**Table 8. The results of T2 test regarding the final total of professional seniority variable with the views of inspectors on the adoptability of artistic inspection model**

	Professional Seniority Variable	Mean Difference	Stand. Error	Sig.	Dif.	
General Total	A.1 – 5 years      B.6 – 10 years	-,12500	,05955	,433	A – C A – D A – E	
	C.11 – 15 years	-,18250*	,05373	,012		
	D.16 – 20 years	-,17399*	,05726	,039		
	E.21 – 25 years	-,28009*	,07316	,003		
	F.26 years and more	-,11250	,07725	,910		
	B.6 – 10 years      A.1 – 5 years	,12500	,05955	,433		
	C.11 – 15 years	-,05750	,05877	,997		
	D.16 – 20 years	-,04899	,06201	1,000		
	E.21 – 25 years	-,15509	,07693	,500		
	F.26 years and more	,01250	,08083	1,000		
	C.11 – 15 years      A.1 – 5 years	,18250*	,05373	,012		
	B.6 – 10 years	,5750	,05877	,997		
	D.16 – 20 years	,00851	,05644	1,000		
	E.21 – 25 years	-,9759	,07253	,949		
	F.26 years and more	,07000	,07665	,999		
	D.16 – 20 years      A.1 – 5 years	,17399*	,05726	,039		
	B.6 – 10 years	,04899	,06201	1,000		
	C.11 – 15 years	-,00851	,05644	1,000		
	E.21 – 25 years	-,10611	,07517	,926		
F.26 years and more	,06149	,07916	1,000			
E.21 – 25 years      A.1 – 5 years	,28009*	,07316	,003			
B.6 – 10 years	,15509	,07693	,500			
C.11 – 15 years	,09759	,07253	,949			
D.16 – 20 years	,10611	,07517	,926			
F.26 years and more	,16759	,09132	,655			

\* $p < 0,05$

In the analysis of Table 8 we can see that considerable difference in final total appears between the inspectors with 1-5 years of professional seniority and the inspectors with 11-15 years, 16-20 years and 21-25 years of experience.

**4. Conclusion.** The present study examines the adoptability of inspection models in the views of teachers and inspectors. The results reached at the end of the study are as follows:

1. A considerable difference appears between the views of the teachers and the inspectors on the adoptability of artistic inspection model ( $p > 0.05$ ).



2. It is determined that the views of teachers on the adoptability of artistic inspection model are failed to create any considerable difference in all the subdimensions of artistic inspection and the general of artistic inspection model scale with regard to the professional seniority variable ( $p > 0.05$ ).

3. The views of inspectors on the adoptability of artistic inspection model are failed to create any considerable difference in all the subdimensions of artistic inspection with regard to the professional seniority variable ( $p > 0.05$ ).

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