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DISCUSSION ON IMPLEMENTATION LEVEL OF CONTEMPORARY SUPERVISION MODELS IN THEORY AND PRACTICE

The purpose of this study is to examine and discuss clinical, differentiated and educational supervision models among modern supervision models at theoretical and practical levels. As the result of this study, the suggestions on effective implementation of the said models are presented.

Keywords: contemporary supervision models, differentiated supervision, clinical supervision, instructional supervision.

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РІВЕНЬ ВПРОВАДЖЕННЯ СУЧАСНИХ МОДЕЛЕЙ НАСТАВНИЦТВА В ТЕОРІЇ І НА ПРАКТИЦІ

У статті вивчено сучасні клінічні, диференційовані і освітні моделі наставництва на теоретичному і практичному рівнях. В результаті даного дослідження представлено пропозиції відносно ефективного впровадження згаданих вище моделей.

Ключові слова: сучасні моделі наставництва, диференційоване наставництво, клінічне наставництво, інструкційне наставництво.

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УРОВЕНЬ ВНЕДРЕНИЯ СОВРЕМЕННЫХ МОДЕЛЕЙ НАСТАВНИЧЕСТВА В ТЕОРИИ И НА ПРАКТИКЕ

В статье изучены современные клинические, дифференцированные и образовательные модели наставничества на теоретическом и практическом уровнях. В результате данного исследования представлены предложения относительно эффективного внедрения упомянутых выше моделей.

Ключевые слова: современные модели наставничества, дифференцированное наставничество, клиническое наставничество, инструкционное наставничество.

1. Introduction. Supervision practices increase quality of education when carried out developmentally, constructively and objectively. A system with feedback is a system open to development. Educational supervision is of great importance in educational management in terms of exposing existing situation, making necessary developmental orientations and preparing the appropriate environment (Erdem and Sarpkaya, 2011). With this regard, for educational supervision as it is in all other fields of education, modern practices are put into practice in order to ensure requirements demanded by the era. Types and dimensions of such practices should have the applicability within the system. Therefore, assessment of supervision models and modern supervision approaches and the matter of at which dimension such models and approaches may take part in educational supervision system are important.

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In this respect, this study represents fundamental features of differentiated supervision, clinical supervision, educational supervision models of modern supervision and discusses applicability in terms of educational system structure/ process and understanding.

2. Clinical Supervision Model and Situation in the Practice. Clinical supervision is an approach, in which opinions, understandings of teachers and their own practices are respected, free from pressure and fear, basing on mutual trust and understanding between a supervisor and a teacher and by which both parties assess practices together with a flexible understanding open to change (Stevenson, 2005; Aydin, 2000). Clinical supervision results in increase of job satisfaction levels and decrease of exhaustion by increasing teachers' individual awareness, personal and professional abilities and so their self-confidence and competences (McMahon and Patton, 2000; Hyrkas, 2005). In clinical supervision, a supervisor should assess a teacher through an integrated understanding by taking into consideration personal and professional development period and situational factors arising both from himself and environmental factors (Carrington, 2004).

In clinical supervision teacher plays the role of a willing partner and supervisor plays the role of a competent counselor; there are 3 stages such as pre-surveillance interview, implementation of class surveillance and post-surveillance feedback interview. Matters which require paying attention to at these stages are mentioned below (Linde, 1999):

Pre-surveillance interview: The most suitable time for both parties to carry out surveillance should be selected, matters to be supervised, weak and strong sides of teacher, matters that a teacher wants especially to supervise should be specified, learning features of the students in a class to be supervised, if any, students who have learning disability or are disabled should be mentioned as well as time of post-surveillance interview and matters to be handled during this interview should be also determined by joint work of teacher and supervisor.

Surveillance: While surveying teacher's in-class activities, supervisor should prevent teacher to feel under threat and get stressed, try to understand teacher empathetically, shouldn't make his presence in class felt in order to prevent occurrence of artificial behaviors, should distinguish insignificant details from important ones, should record the surveillance through modern and reliable means and should assess teacher in all aspects and by taking into consideration all situational conditions surrounding him.

Post-surveillance Interview: Post-surveillance interview should be implemented as quickly as possible following the surveillance. At this point, supervisor should criticize deficient or defective factors in teacher's behavior but not teacher's personality. Positive and negative sides of teacher's practices should be discussed and if there is a need for change, way of its implementation should be handled. By focusing on the efficiency of education, in the light of the data obtained, the way how continuity of teacher's professional development may be ensured should be discussed.

According to the study carried out by Karagozoglu (1972) regarding clinical supervision in Turkey, teachers don't believe that supervision system helps the development of educational activities and think that class supervision reports don't comply with objectivity. Furthermore, the research results revealed that majority of teach-

ers and supervisors (80%) wish to change the existing supervision system. Once again, another research carried out by Karagozoglu in 1977 revealed that teachers consider supervision as a control activity to find weak sides of teachers and that class supervision reports are considered by teachers as a threat or a risk (Aydin, 1986).

All such negative considerations appeared against supervision don't actually arise from supervision but from the way of supervision implementation. When people know they are assessed and a negative assessment threatens their job, they become worried about such situation and adopt a negative attitude to supervision. The second issue is that supervision arises from the need of a supervisor but not of a teacher. Whereas, a supervision method which will respond to teachers' interests and needs may enable more positive thoughts about supervision. Here is the point that clinical supervision bases on. Clinical supervision focuses on the development of teacher's behavior in class and enables teachers to become a part of supervision process.

In the most fundamental sense, clinical supervision developed in the USA in the 50's to improve education (Stones, 1984; Yalcinkaya, 1993). Sergiovanni and Starrat (1979) described clinical supervision as establishment of face-to-face communication with teacher for improvement of education and teacher's professional development (Agaoglu, 1997). In this context, object of supervision is to improve education and to help teachers to notice progress they made and to see sides they need to develop through the assessments made. Another important point is to plan supervision activities in cooperation with all concerned persons including teacher and supervisor and to analyze the results in the same cooperation (Jacobson et al., 1973). Supervision activities carried out within this frame would be more functional in terms of the supervisor and supervised and positive results obtained would find value to accomplish school's objectives.

According to Yalcinkaya (1993); researches made on this model of which many things are expected today revealed results such as clinical supervision establishes better communication and relationship between teacher and supervisor, is considered more positive compared to traditional supervision, however, no significant effect is seen on teacher-student relations and students' success. Meanwhile, expression of existence of a complementary relationship between implementation of clinical supervision model and suitable school environment is also important.

Some of Koruc (2005)'s suggestions regarding clinical supervision model are:

- Existing supervision system and supervision practices should be restructured by revision in direction with scientific data and characteristics of clinical supervision which is one of modern supervision techniques;

- During the restructuring process, support of universities should be provided in this matter by concentrating on supervisors' in-service training activities;

- Technological opportunities should be used in supervision which are based on interaction and communication and infrastructure works required in this direction should be completed as soon as possible;

- Joint supervision policy should be developed in order to ensure integrity in supervision activities and its implementation should be followed by local authorities;

— Synergy may be ensured by including teacher to supervision process.

3. Differentiated Supervision Model. Differentiated supervision is a modern supervision approach produced as the result of Glatthorn's (1984; 1997) works. In this approach, teachers take initiative to start and continue their personal development, take responsibility for their own development process in cooperation with a supervisor and their colleagues and if required, by getting their help.

In differentiated supervision, various options are offered to teachers regarding what kind of supervision and assessment services they will receive. Development options offered to teachers in this process are mentioned below (Aydin, 2005; Jailall, 1998; Speace, 2003):

Intensive Development: In this option mentioned also as clinical method, surveillance and feedback activities are implemented intensively by a well-trained supervisor.

Cooperative Professional Development: In this option, teachers establish a small group by gathering together with their colleagues and support development processes of each other in a mutual interaction.

Self-Directed Development: In this option, teachers determine their action plan by setting forth their own objectives far from supervisor pressure and try to sustain their development within self-control by assessing themselves through feedback they obtained from the results of their practices.

a) *Intensive Evaluation:* In intensive evaluation which is used as a criterion in adopting important decisions such as promotion, dismissal and fee setting and especially applied to teachers being in the intensive development process, surveillance and interview are carried out by a school principal together with teacher, and teacher's performance in non-educational activities are assessed too.

b) *Standard Evaluation:* In this evaluation option, performance levels of teachers who are supposed to be competent in their profession regarding duties specified by laws are assessed through surveillance and interviews.

In order to implement the differentiated supervision model, required physical infrastructure should be established within Turkish educational system. For example, teachers should have a voice in supervision process; supervision instructions and supervisor's roles should be redefined to ensure teacher's professional development-oriented supervision; time, technology, material and incentives should be provided to teachers for their professional development; teachers should participate in school management on solution of educational problems; teachers should establish small teams and work together for their professional development; necessary structural, administrative and legislative amendments should be carried out.

Teacher, principal and supervisor must improve themselves in this direction to be able to implement differentiated supervision. For such type of supervision, teacher must have the will to improve.

According to Glantthorn (1984;1997), teachers need the working conditions which support their professional work. He mentioned that teachers should receive a fee at the level which will reflect their importance in the society. Furthermore, this model includes working of teachers in cooperation with other colleagues and making up their shortages through this way. However, today's education system forces teachers to engage in competition rather than cooperation. Barth (1981) notes that relationship between school staff has an important effect on success of students.

Yaman and Irmak (2010) emphasizes in his study that some teachers noted that principals have a low power distance in their behaviors and some teachers noted that principals adopt an authoritarian attitude in their institutions. On the other hand, teachers indicate that principals adopt decisions on their own. In parallel with this finding obtained, teachers specify that principals take their advices only for show however, they apply their own thoughts. Furthermore, all the teachers note that principals saddle them with responsibilities but they don't assign the authority. These findings may be considered as the indications of high power distance between a principal and a teacher.

In this supervision model, supervisors have an important place. Supervisor should first establish communication with teacher in a very good way. Teacher should be able to express himself freely. Furthermore, supervisor should have the competency to direct teacher and coach and when required, supervisors should improve themselves as well. Unal (2006) emphasizes the organizational culture that elementary education supervisors are in, is not fully in conformity with learning organizations' culture and that elementary education supervisors are not able to learn adequately. It is impossible to expect duties of counseling, provision of professional help and counseling to be trained on the job for teachers and principals from elementary education supervisor who cannot find the environment for learning adequately and so cannot learn. To enable elementary education supervisors fulfill duties and the roles expected from them, it should be first eliminated from the characteristic of being a strict bureaucratic organization operating in a way preventing learning process.

4. Educational Supervision Theory. Educational supervision is possible initially by teacher's self-assessment. The primary objective of supervision is to enable self-assessment. Actually, supervision adopts attaining self-control as a principle. Supervision of in-class activities bases on multidimensional surveillance, examination and consequently assessment of teachers. Supervision of education focuses on in-class practices. Such supervision is actually a process control.

Therefore, educational supervision consists of 5 stages such as preliminary acquaintance with teacher, class surveillance, preparation to post-surveillance interview, post-surveillance interview and criticism of previous steps (Cogan, 1973; Glickman, 1990). These stages explained below are observed by supervisor based on teacher's in-class activities and many factors and results of surveillance are analyzed. Mutual cooperation is needed rather than judging and accusing to obtain a successful result. An effective result may be obtained by this way only.

At the first stage, a supervisor explains the purpose and the reason for surveillance to be carried out to a teacher and mentions the method to be applied during surveillance. This goes before surveillance so everything becomes clearer both for teacher and supervisor (Glickman, 1990; Sergiovanni and Starratt, 2007). At this stage, supervisor should have knowledge of teacher's expectation and information level (Thobega and Miller, 2003). At the second stage, performance of teacher and student are observed in class and criticized educationally. Thus, information is reached from the first hand. At this stage, video or audio records are used along with taking notes to reach proper data (Hazi and Rucinski, 2005; Sergiovanni and Starratt, 2007). The surveillance stage provides information to supervisor about teacher's skill, superiorities and deficiencies in the process as well as feedback to teacher (Thobega and Miller, 2003).

At the third stage, supervisor makes preparations for post-surveillance interview by analyzing the data obtained. During the preparation, supervisor studies how to encourage teacher, the alternatives to offer and how to establish educational dialogue with teacher. At the fourth stage, the data obtained during the surveillance are discussed by giving feedback based on the assessment. Supervisor mentions his observations and opinions and shares recommendations on teacher's development. Objectives are formed together for next supervision. At the final stage, feedback provided by teacher directs works of supervisor together with teacher about continuity, re-arrangement or modification of practices.

Supervision of educational activities within Turkish education system is carried out by ministerial supervisors affiliated to Ministry's Supervisory Board Directorate as well as educational supervisors affiliated to educational supervisors directorates in each city. Furthermore, internal supervisors affiliated to internal supervision unit of ministry's central organization perform the duty. Supervision system in education in Turkey has a dual and strictly centralized structure in terms of external supervision (Memduhoglu, Aydin, Yilmaz, Gungor and Oguz, 2007).

Studies made on educational supervision in Turkey revealed that supervisors don't focus on in-class educational issues, teachers receive developmental feedbacks quite rarely, teachers consider other teachers as the source of counseling and supervisors' attitude and behaviors regarding determination of teachers' educational issues and provision of support for teachers in these matters are insufficient. In these researches, furthermore, it is concluded that supervisors are insufficient in establishment of relationships with the environment, counseling provided to teacher for lesson planning, presentation of lesson, students motivation and assessment of students' success and supervisors don't determine issues related to programs and in-class education and their solutions together with teachers and that teachers don't get the appropriate educational supervision help (Balci et al., 2007; Burgaz, 1995; Memduhoglu, 2009; Sariyar, 1997; Yucel and Toprakci, 2009).

Karagozoglu (1977) reached the finding in his study that elementary education supervisors (educational supervisors) don't provide appropriate help to teachers in planning of educational activities and in execution of education. Study carried out by Buyukisik (1989) revealed similar results (Arslantas, 2007).

According to Taymaz (2002), clarity in the assessment is not fully complied with, teachers cannot know their superiorities and deficiencies accurately and so, assessments carried out through course supervision cannot be quite effective in training and development of teachers.

According to Topcu (2010), surveillance of activities such as preparation for a lesson, presentation of a lesson, class management, interaction with students etc. are the prerequisites to attain supervision's objective. Besides, teacher's general attitude and behavior, communication with students and other teachers, educational activities made out of lesson and level to transform all these factors into behavior should be followed up. Such a follow-up requires continuity. Therefore, continuous follow-up of teachers, sharing their problems and determination of measures by discussing then together would be more effective in terms of helping teachers.

Turkish education system sustains attempts for development of educational process in conformity with educational supervision understanding, provision of nec-

essary professional help in this direction and increase of efficiency of supervision services and needs more radical reforms, new approaches and effective measures. For this purpose:

1. In education, attention should be focused on counseling and educational development-oriented supervision rather than procedural and control-oriented supervision.

2. Existing dual structure of the educational supervision system should be ended and integrated with supervision system, separate units should be established which execute counseling and supervision duty as well as examination duties. Especially, examination duty conflicts with professional help and counseling role. Therefore, supervisors which will perform examination duty should be appointed. Examining supervisors should be selected as volunteers among supervisors and trained especially for this duty (Arslantas, 2007; Kayikci, 2005). Groups related to counseling and supervision should be established per branches, for example, in the fields which require specialization such as preschool, elementary, secondary, special education and examination.

3. Process (formative) assessment oriented supervision understanding should be adopted in the education system rather than result assessment (summative). Result assessment bases on the quantitative assessment approach interested in previous behavior, focusing on documentation of success, carried out at the end of a specific activity period. However, process assessment is a research-oriented activity carried out along with the process interesting in expected behaviors, focusing both on strong and weak sides, making contribution to professional development and adopting a qualitative assessment approach. Therefore, a well-arranged process assessment system should be established in educational supervision and result assessment should be just an activity to be carried out at the end of it.

4. Roles of supervisors should be changed from observation and examination to educational leadership and counseling. Supervisors should base on motivation and morale boosting, ensuring job satisfaction in their work. They should feature effect, encouragement, award, cooperation and participation rather than authority.

5. Supervisors should assess problems, develop solution suggestions and prepare a development plan together with the teachers they supervise (Memduhoglu and Taymur, 2009).

6. A standard surveillance form is used for supervision of all class and branch teachers in elementary education institutions of Turkish educational system. Standard assessment forms used in lesson surveillance provide opportunity to assess teachers just in terms of specific criteria. Therefore, sections in which supervisors may write their opinions regarding points assessable excluding these criteria and may make assessments through scoring should be included to supervision forms (Pehlivan, 2007). New surveillance forms and criteria which include more integrated criteria and create flexibility for supervisors should be put in practice as an alternative to surveillance forms in use.

7. Supervisors' positive change for more humanistic and kind communication with teachers should continue.

8. Number of supervisors should be increased in order to increase the quality of supervision in schools.

9. During supervision, the priority should be given to teachers who need more and especially is relatively inexperienced and more time should be allocated for them during supervisions.

10. During prevocational training process of supervisors, educational program to be applied should be reprepared by taking existing program into consideration. Courses containing subjects concentrating on professional help and counseling should be included to programs. Especially, courses such as "counseling", "good human relations", "new understandings for professional help and counseling" should be included to trainings.

11. Supervisors should be encouraged to follow up innovations regarding education and supervision (Kunduz, 2007).

12. Supervisors should receive in-service training annually in order to be informed about developments in education. In this context, supervisors being still in charge should pass in-service training programs biyearly in subjects especially such as "professional help and counseling" and "human relations". Cooperation may be established with educational sciences departments of universities for new opportunities in this field.

13. Research may be carried out by which opinions of all other partners (ministerial central executives, ministerial inspectors, educational supervisors, school principal and teachers) regarding structural issues and operation of sub-system of educational supervision in Turkish education system may be obtained and in which quantitative and qualitative methods (individual interviews and focus group interviews) are used together.

It may be concluded that effective implementation of modern supervision models discussed above in theoretical and practical terms is possible by regulation of the system in terms of structure, process and understanding in conformity with science and technology through continuous change and development understanding. In implementation of this aim, continuous training of all the partners affecting operation of the system and affected by the operation and their contributions have great importance.

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