technologies associated with each level, the criteria the leader uses to select technologies, and the values that govern their selection and use.

Level One: Patterned Routines

Establishing the patterned routines attached to a leadership role (level one) is accomplished by organization of time, space, resources, technology, and personnel. In educational supervision, this involves technical competence in time management, organization of resources (including space and people), and handling an enormous amount of detail. Matters are facilitated through efficient management, reflecting the values of order, causality, and hope.

For example, an effective supervisor must manage teacher conferences, provide resources, and conduct meetings. Each of these responsibilities—making telephone calls, confirming appointments, writing memorandums, analyzing observations, planning conferencing strategies, formulating meeting agendas, arranging for coffee—demands time and resources. A multitude of other details reflect the need for efficiency and the values of trust and causality. Supervisors may do these things themselves or delegate them to secretaries, but they are responsible for seeing that the tasks are done. Otherwise, people will consider the purposes of the conference, the timeliness of the resource, or the function of the meeting to be unimportant. If routine matters are not handled with sensitivity and dispatch, trust is destroyed, relationships disintegrate, and those involved fail to get on to more important things.

Level Two: Rules and Roles

Once the leader establishes credibility by competently performing basic routines, he or she is in a position to delegate roles and specify the rules necessary for coordination (level two). Clarity of rules and precision in job descriptions contribute to staff coordination and enable teachers to exercise autonomy in the classroom. If expectations are not clear, the ambiguity needs to be resolved. Leadership on this level involves comprehending what teachers and others ought to do, what they should decide, and how they should feel. Often the supervisor develops job descriptions, assesses candidates, and orient those selected. This in turn requires some understanding of basic teaching technologies. The supervisor who knows teaching methods is in a position to coordinate teaching specializations and to develop the values of cooperation, responsibility, stewardship, and autonomy.

An excellent technology of teaching currently exists and can be learned. Proficiency in the skills of informing, explaining, questioning, use of student ideas, use of informal reading inventories, and clarifying responses prepares any teacher to function more effectively with a broader range of children. Rosen- shine identified 11 skills related to student achievement; Louis Raths identified ten components of teaching. These and other instructional skills are worthy of serious attention if supervisors are to orient teachers and help them grow in competence—that is, to exercise level two leadership.

Level Three: Reinforcement

As supervisors accomplish level two tasks and coordinate the efforts of teachers and other staff members, they may also use the evaluation system to