After using the same evaluation form for ten years, principals sought to revitalize the supervisory process. Supervisors, district principals, and selected teachers attended curriculum study institutes and supervision clinics, and worked together to produce new evaluation procedures. Several advantages have emerged:

- An evaluation form and teaching performance overview (summative) were developed with representation from teachers at all grade levels, principals, and district office staff.
- Principals have refined evaluation techniques, using concepts of clinical teaching and clinical supervision in staff development.
- A feeling of cooperation and a stronger sense of trust between supervisors and teachers are evident.

For more information, contact Garth E. Hatheaway, District Superintendent of Schools, School Districts No. 30, 31, P.O. Box 160, Perth-Andover, N.B., Canada E0J1V0.

Research on Supervision Under Way
Since Carl Glickman's theory of alternative supervisory approaches matched to developmental levels of teachers (Developmental Supervision, ASCD, 1981), further research on the topic has been pursued. At the University of Georgia, one study has been completed, two others are in progress, and at least two more are scheduled to begin next year.

Researchers hope the next three to five years yield more insight into appropriate matches between supervisory interpersonal behaviors and individual teacher characteristics. Current research reveals that, of over 200 Georgia and Florida K-6 teachers, 67 percent prefer a nondirective, teacher self-plan approach while 30 percent favor a collaborative, mutual contract plan with the supervisor.

For more information, contact Carl Glickman, Associate Professor, Department of Curriculum and Supervision, University of Georgia, Athens, GA 30602.

Changing the Traditional Supervision Model
Pittsburgh's team-approach elementary supervision pilot program (SIP) is designed to increase achievement of low-income and minority students. Now in its second year of operation, the program features using data to make instructional decisions, coordinating regular and special education supervision activities, focusing supervision time on areas of greatest need, and a collaborative supervisor/principal relationship.

Changing from a University of Pittsburgh investigation of ways to improve the school district's evaluation process, the program seeks to change the traditional supervision model: supervisors working in isolation from peers in a fragmented effort to meet the needs of as many clients as possible.

Two prerequisites for a cooperative, coordinated supervisor/principal relationship have been identified:
- A set of commonly held perspectives about the needs of the school
- A set of commonly held skills.

For more information, contact William Buckle, Senior Scientist, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA 15260.

Making Managers Out of Workers
German manufacturers—often regarded as "world-class"—believe in developing technical competence in managers and supervisors, as well as in workers. Management is not considered a separate profession; even senior executives talk intelligently with well-trained workers about the technical aspects of workers' tasks.

Technical competence at all organizational levels creates a bond between management and workers that fosters high morale stemming from the workers' confidence in their own competence and that of their managers. In contrast, many foreign observers fault American managers at every level for their lack of in-depth technological expertise.

The Germans believe that their best workers will become successful managers, and they often do. As managers, their offices are often next to the production lines. Further, they continually circulate on the plant floor encouraging workers to actively participate in improving the quality of the manufacturing system.


Inservice Via TV
Houston's Regional Education Service Center will broadcast inservice training sessions to schools this fall via four television channels. The system is interactive; teachers and other staff groups can ask questions and participate in discussions. In November, administrators and supervisors will view demonstrations of teacher evaluation techniques and then role-play these new skills in groups.

For more information, write to Ben Harris, College of Education, University of Texas at Austin, Austin, TX 78712.

ASCEND in Action

Current Projects
Effective Supervisors. A committee of researchers and practitioners will conduct a study to identify effective supervisory practices at district and building levels. The group will also analyze district staffing patterns and their effects. Project Chair: Robert Anderson, Texas Pedamorphosis, Inc., Lubbock.

Supervision and Leader Behavior Training. Based on recent research, a committee of researchers and supervisors will design new two-day, four-day, and extended leadership training experiences to be offered as National Curriculum Study Institutes and other ASCD activities. Project Chair: Ben Harris, University of Texas, Austin.

Commission on Instructional Supervision. Similar to the ASCD Curriculum Committee, which has met annually at recent Annual Conferences, this group of 75 persons will meet and exchange information at the 1984 and 1985 Annual Conferences. Between conferences, they will be encouraged to communicate with others working on common problems.

Redefining General Education in the American High School. ASCD will publish a report in the spring of 1984 on results of a network of 17 high schools across the U.S. that have been reexamining the subjects required of all students and formulating their own locally developed concep-
Writing for Educational Leadership

We welcome manuscripts on any aspect of curriculum, instruction, supervision, or leadership in elementary and secondary education. Authors are not paid for their contributions.

Papers should be written in direct, conversational style and be as brief as possible (five to ten double-spaced pages). References may be cited as footnotes or listed in bibliographic form at the end of the article. For examples of either style, refer to a recent issue or to Kate L. Turabian, A Manual for Writers (University of Chicago Press).

Double-space everything, including quoted material and references and footnotes.

We edit all manuscripts for brevity, clarity, and consistency of style, and send a retyped manuscript for the author's approval.

We do not return rejected manuscripts unless the author provides a self-addressed envelope with correct postage. We ask that authors submit two copies of their manuscripts to Ron Brandt, Executive Editor, 225 N. Washington St., Alexandria, VA 22314.
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merging of technologies into a powerful
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Future Character of Local Curriculum De-
velopment. Presentation by Gerald Ponder
at 1983 ASCD Annual Conference. Empha-
sizes commitment and collaboration in
local curriculum development. (612-20334)
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Math Requirements in American High
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1983 ASCD Annual Conference. Calls for
more rigorous requirements and incentive
programs for teachers. (612-20366) $9.00.

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America. Presentation by Jack R. Frymier
and M. Frances Klein. Describes the Kap-
pa Delta Pi Good Schools Project. (612-
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Ed Emmer at 1983 ASCD Annual Confer-
gence. Describes how districts are using
effective schools research to improve
their own schools. (612-20322) $9.00

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control Problems in School Systems. Presen-
tation by Fenwick English and Betty Steffy at
1983 ASCD Annual Conference. How to
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W. Lezotte explains his process for identi-
ying instructionally effective schools. (612-
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UPCOMING NATIONAL
CURRICULUM STUDY
INSTITUTES
Quality Circles in Education. Chicago,
November 5-6.
Improving High Schools. San Francisco,
November 14-15.
Effective Teaching of Basic Skills. Kame-
sha Lake, N.Y., November 21-22.
Challenges of the Department Chair.
Clearwater Beach, Fla., December 3.
Curriculum Evaluation. San Antonio,
Texas, December 7-8.
Improving School Productivity. Phoenix,
The Process of School Improvement. Col-
orado Springs, January 19-20.
Increasing Teaching Effectiveness. Orlan-
do, Fla., January 26-27.
Leadership Styles. Las Vegas, January 27-
28.

UPCOMING ASCD ANNUAL
CONFERENCES
1984, March 10-13, New York City.
1985, March 23-26, Chicago.
1986, March 1-4, San Francisco.

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November 1983