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 orients 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. Rosenshine 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.

Skills of Educational Managers
Deborah King Pugh

Effective educational managers must be able to:

- *Forecast the future.* Looking at legislation, revenue sources, changing demographic patterns, and other data, managers must be able to predict what conditions will be like a year ahead and five years ahead. Is the neighborhood changing? Is enrollment decreasing or increasing? How will staff changes affect programs? What must be done to help students prepare for the future?
- *Plan.* Planning includes setting both long and short range goals. Realistic targets and corresponding plans of action lead to high achievement. Plans must be flexible and include alternatives.
- *Communicate.* Managers must take time to know their staff, to develop a common set of understandings and expectations.
- *Organize.* Educational managers must assign responsibilities, matching persons to programs and available resources, so that everyone knows who is doing what, where, and when.
- *Delegate.* Managers cannot do every task, so they must direct and delegate. They search for staff strengths, provide coaching and counseling, and see that staff members are trained for new responsibilities. The result is not only increased effectiveness of staff members, but also improved attitudes and personal confidence that come with professional growth.
- *Establish and maintain control.* Effective managers develop a feedback system that enables them to correct problems before they get out of hand and to know at all times what progress is being made.

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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

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