After using the same evaluation form for ten years, principals sought to revitalize the supervisory process. Supervisors, district principals, and selected teachers attended curriculm 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. Hatheway, 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 supervisory activities, focusing supervisory time on areas of greatest need, and a collaborative supervisor/principal relationship.

Evolving 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 Bickel, 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.

For more information see Joseph Limprecht and Robert Hayes, "Germany's World-Class Manufacturers," *Harvard Business Review* (November/December 1982).

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.

ASCD 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 reconsidering the subjects required of all students and formulating their own locally developed concep-

tions of a general education curriculum. Project Director: Gordon Cawelti, ASCD Executive Director.

High Schools for the Future. In this project, which is similar to the general education network, ASCD will bring together educational leaders who want to look at high schools for the future. Details on selection of network schools are in the September *ASCD Update*. Project Chair: Luther Kiser, Ames, Iowa, Community School District.

Elementary Network Planning. A group of elementary educators will help plan for a network of elementary schools to begin in 1984–85. Project Chair: Jean Marani, Florida Department of Elementary Education, Talahassee.

Elementary Curriculum Trends. ASCD is initiating a survey of curriculum practices in U.S. elementary schools that will be conducted annually to monitor and report trends. Project Director: Janice Adkisson, ASCD Resource Information Service.

Policy Analysis. Beginning with a study of the probable impact of proposed legislation in Florida to raise graduation requirements in mathematics and science (see September 1983 *ASCD Update* and October 1983 *Educational Leadership*), ASCD will convene qualified educators to analyze other educational policies at local, state, and national levels. Project Director: Diane Berreth, ASCD Associate Director.

Equal Access to Microcomputers. A team of educators familiar with computer use in schools will gather data and issue a statement on the apparent growing disparity in access to computers between students who attend richer schools and those attending poorer ones. Project Chair: Gwyn Brownlee, Educational Service Center, Richardson, Texas.

Teaching Thinking Skills. An ASCD committee will plan an invitational conference to be held in 1984 at which researchers and practicing educators will assess the state of professional knowledge on teaching higher-order thinking in elementary and secondary schools. Following the conference, committee members will advise ASCD officers and staff on future direction of ASCD activities in this area. Project Chair: Stuart Rankin, Detroit Public Schools.

RECENT PRODUCTS

Books

Readings in Educational Supervision. Edith E. Grimsley and Ray E. Bruce, eds. A collection of readings from *Educational Leadership*. (611-82272) $9.00.

Computers in Curriculum and Instruction. M. Tim Grady and Jane D. Gawronski, eds. Information on selecting and implementing computers in schools. (611-83292) $9.00.

Effective Schools and Classrooms: A Research-Based Perspective. David A. Squires, William G. Huitt, and John K. Segars. Includes case studies of school improvement and a self-assessment questionnaire. (611-83298) $7.50.

Successful Teacher Evaluation. Thomas L. McGreal. Describes eight characteristics of teacher evaluation systems that work. (611-83300) $8.75.

Early Childhood Education—Curriculum Organization and Management. Published to accompany Barbara Day's new filmstrip kit of the same title, may be purchased separately. (611-83294) $7.50.

Yearbook

Fundamental Curriculum Decisions. Fenwick W. English, ed. Offers authors' expertise and references that curriculum developers need. (610-83290) $10.00.

Videotapes

Computers in the Classroom. Explains technical terms and offers criteria for selection of equipment and software. $195 ASCD members, $230 nonmembers.

Supervising the Marginal Teacher. Guides administrators through difficult phases of teacher evaluation. $225 ASCD members, $260 nonmembers.

Teaching Mathematics Effectively. Thomas Good explains his research-based Missouri mathematics model. $195 ASCD members, $230 nonmembers.

Filmstrip Kits

The Essentials of Education. Defines curriculum content students need in today's and tomorrow's worlds. Filmstrip only. $35.

Early Childhood Education: Curriculum Organization and Classroom Management. Details of learning centers, skills groups, and units of study. Four sound filmstrips and teachers manual. $135 ASCD members, $165 nonmembers.

Audiocassettes

Changing Occupational Trends in the 1990s. Futurists and occupation specialists discuss the technological revolution and tomorrow's jobs. (612-20308) $25.00.

Liberating, Learning, Leading. Presentation by O. L. Davis, Jr., at 1983 ASCD Annual Conference. Argues that mandating courses does not lead to a liberating education. (612-20310) $9.00.

The Literacy That Liberates. Presentation by Maxine Green at 1983 ASCD An-

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

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nual Conference. Encourages educators to open students to new possibilities through aesthetic education. (612-20312) $9.00.

Education Trends and U.S. Commitments Since the *Brown* Decision. Presentation by Kenneth B. Clark at 1983 ASCD Annual Conference. Segregated schools cannot attain the important goals of education. (612-20314) $9.00.

The Twelve Best High Schools—What Makes Them Best? Presentation by Winston Power at 1983 ASCD Annual Conference. Gives profiles of schools, their similarities and their common denominator. (612-20318) $9.00.

Research on Effective Schools and Effective Teachers: Strategies for Implementation in Local Schools. Presentation by Thomas McGreal at 1983 ASCD Annual Conference. Describes how districts are using effective schools research to improve their own schools. (612-20322) $9.00.

Classroom Management. Presentation by Ed Emmer at 1983 ASCD Annual Conference. Reports on a five-year study of classroom management, identifies critical skills. (612-20324) $9.00.

Diagnosing and Resolving Quality Control Problems in School Systems. Presentation by Fenwick English and Betty Steffy at 1983 ASCD Annual Conference. How to differentiate between design and delivery problems, emphasizes curriculum. (612-20344) $9.00.

Characteristics of Good Schools in America. Presentation by Jack R. Frymier and M. Frances Klein. Describes the Kappa Delta Pi Good Schools Project. (612-20340) $9.00.

Mastery Learning. Presentation by Tom Guskey at 1983 ASCD Annual Conference. Describes mastery learning programs throughout the country and why they work. (612-20348) $9.00.

The Fusion of Computers and Video: Implications for Instruction and Training. Presentation by Paul Schlieve at 1983 ASCD Annual Conference. Describes the merging of technologies into a powerful instructional system. (612-20336) $9.00.

Rassling With the Bear: The Once and Future Character of Local Curriculum Development. Presentation by Gerald Ponder at 1983 ASCD Annual Conference. Emphasizes commitment and collaboration in local curriculum development. (612-20334) $9.00.

Student Motivation. Presentation by Raymond Wlodkowski at 1983 ASCD Annual Conference. The best of new and proven ideas on student motivation. (612-20356) $9.00.

Should There Be Increased Science and Math Requirements in American High Schools? Presentation by Victoria Bergin at 1983 ASCD Annual Conference. Calls for more rigorous requirements and incentive programs for teachers. (612-20366) $9.00.

Research on Effective Schools. Lawrence W. Lezotte explains his process for identifying instructionally effective schools. (612-20368) $9.00.

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. Kiamesha 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, January 12–13.
The Process of School Improvement. Colorado Springs, January 19–20.
Increasing Teaching Effectiveness. Orlando, 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.
1987, March 21–24, New Orleans.
1988, March 12–15, Boston.

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