

**Figure 1.2** Questionnaire Beliefs About Supervision

Please answer *true* (T) or *false* (F) to each of the following statements. Be honest: Answer *true* if the statement generally describes a belief you once held or currently hold. If a statement represents a belief that holds true in most situations, although not in all, answer *true*. Answer *false* if the statement in no way describes a belief you once held or currently hold. If a statement represents a belief that is false in most situations, although not in all, answer *false*. There is no need to share your responses with anyone.

T	F	1.	When it comes down to it, supervision, as I conceive of it, is essentially about looking for errors.
T	F	2.	Guided directed approaches to supervision are most appropriate for teachers at low levels of personal and professional development.
T	F	3.	Teaching is a highly complex, context-specific, interactive activity.
T	F	4.	Organizational concerns are almost always secondary to individual needs.
T	F	5.	The supervisor's position in the hierarchy, as compared to the teacher's, is unproblematic.
T	F	6.	Hierarchy of offices is necessary for organizational efficiency.
T	F	7.	I am not comfortable participating with teachers as partners.
T	F	8.	Supervision is about offering teachers specialized help in improving instruction.
T	F	9.	Supervision is about examining and analyzing classroom teaching behaviors so that recommendations can be made with regard to the course of action teachers should take instructionally.
T	F	10.	Teachers can help supervisors improve their performance.
T	F	11.	Most teachers are self-directed.
T	F	12.	Supervisors should be expert diagnosticians.
T	F	13.	Supervision is primarily a collaborative process in which teachers and supervisors talk about ways to improve instruction.
T	F	14.	Supervision is about looking for errors and then engaging teachers in dialogue so that they realize these deficiencies on their own.
T	F	15.	The focus of supervision should be about helping teachers change and improve instruction.
T	F	16.	Without assistance, teachers generally will not make changes.
T	F	17.	Reality in classrooms is essentially subjective, not objective, and teaching is a complex endeavor that requires continual study.
T	F	18.	Although supervisor-teacher collaboration is important, a supervisor's judgment must ultimately hold sway.