

T	F	19.	Schools are centers of inquiry in which teachers themselves must assume responsibility for instructional excellence.
T	F	20.	Teacher self-evaluation plays a prominent role in instructional improvement.
T	F	21.	The supervisor is the agent of improved instruction.
T	F	22.	Qualitative approaches to instructional improvement are just as valid as quantitative approaches.
T	F	23.	Supervisors help teachers change.
T	F	24.	Reflective dialogue is an integral component of supervision.
T	F	25.	Instructional improvement activities include peer coaching, action research projects, and problem-solving groups, as well as more traditional development activities.
T	F	26.	Supervision is primarily about asking questions that facilitate the examination of teacher practice in the classroom.
T	F	27.	When I offer teachers constructive criticisms, I expect they will consider them carefully.
T	F	28.	Experienced, high-functioning teachers should have complete control over their professional development.
T	F	29.	The supervisor ultimately should determine what and how a teacher should teach.
T	F	30.	Teachers should be encouraged to carry out their own educational goals and curricular decisions.
T	F	31.	Teachers should be given options on how they want to teach.
T	F	32.	Teachers should disobey official regulations if they feel that they interfere with the welfare of students.
T	F	33.	Teachers don't spend enough time thinking about ways to improve instruction.
T	F	34.	Supervisors should create opportunities for teachers to make professional and personal choices, not shape their behavior.
T	F	35.	Supervisors should attentively listen to the teachers' concerns and offer critical assessment and constructive ideas for change.
T	F	36.	Schools will improve primarily when a norm of collegiality exists in which shared discussion and shared work among all staff members exist.
T	F	37.	The knowledge base of a supervisor is generally superior to that of a teacher.
T	F	38.	Supervisors actively should seek input from teachers, parents, and students about ways to improve instruction.
T	F	39.	Most teachers don't need specific instructions on what to teach and how to teach.
T	F	40.	Supervisors should have more expertise than teachers with respect to teaching and learning.