

ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN CURRICULUM: 1984

DOROTHY HUENECKE, *Georgia State University*

Volume and page numbers cited are from *Dissertation Abstracts International*.

Curriculum Planning

Al-Tikriti, Sabah Adama Hishan. "Toward a Conceptual Framework for Developing Iraqi Curricula." Ph.D. University of Colorado at Boulder, 1984. 208 pp. (45/07-A:1969).

One hundred forty-one members of curriculum bodies in the Iraqi Ministry of Education were invited to respond to 53 theoretical principles constructed according to Tyler's four steps of curriculum construction in terms of their suitability and actual use in Iraqi school curriculum. They were also asked to indicate the extent to which 20 obstacles could oppose applying the principles. The majority of the respondents agreed that most of the 53 principles were suitable and actually used in curriculum construction. Tyler's first step appeared to be more useful than the others in curriculum construction for Iraqi schools. The difficulties of applying the model revolved around the lack of studies for curriculum development training programs and new evaluation approaches.

Connors, Patricia Ann. "A Study of the Potential Impact of Curriculum Planning on Readiness." Ed.D. State University of New York at Buffalo, 1984. 125 pp. (45/02-A: 395).

This study assessed teacher attitudes, ideas, and beliefs concerning the impact of readiness based on interest in curriculum planning. A structured interview was the data collection tool. The information collected was synthesized using Virgil Herrich's propositions for curriculum structure and design. Results of the study documented the need for increased awareness on the part of teachers, administrators, and curriculum workers of the factors of readiness and student interest in all curriculum planning activities. A need for more precise scientific empirical research on readiness for learning was identified.

Ern, Edel. "A Case Study of Curriculum Decision Making in Selected Brazilian Secondary Schools." Ph.D. The University of Chicago, 1984. (45/04-A:1021).

Curriculum decision making was studied in the context of Brazilian secondary schools where vocational education has been required since 1972. Field study methodology was used to identify, analyze, and describe the decision-making process of establishing the vocational curriculum at secondary schools. Two major questions directed the study: (1) What is the curriculum decision-making process for establishing a job training track? and (2) what types of curricular decisions are made in that process? Data collection involved qualitative methodology, particularly the responses to interview questions of 37 persons associated with five public secondary schools. Both qualitative and quantitative analysis was used. A characteristic pattern of curriculum decision making emerged: distinct decisions were made by distinct persons from within the school at different schools at different moments in the decision process.

Hickman, Dolores Marie. "An Investigation of the Curriculum Planning Components in the Development of a Gifted and Talented Program in the Orchard Park Central School District, 1982-1983." Ed.D. State University of New York at Buffalo, 1984. 415 pp. (45/05-A: 1285).

This study was designed to investigate the curriculum planning components in the development of a districtwide K-6 gifted and talented program. Two major goals of the curriculum planning process were the involvement of teachers, students, administrators, parents, and community and the development of the gifted program as an integral part of the previously existing curriculum. Chronological records of the daily activities of the gifted and talented program specialists, interviews with various staff members, faculty questionnaires, program surveys, and documents related to the gifted program were investigated using a combination of descriptive and case study methods. The researcher found that the identified curriculum planning components were critical to the gifted program planning process and deficiencies in the components would have seriously hindered the success of the planning process that occurred.

Islam, Nadra. "A Critique and Synthesis of Curriculum Theories to Develop a Paradigm for Curriculum Planning in the Developing Countries." Ph.D. University of Kansas, 1984, 216 pp. (45/08-A:2376).

Decker Walker's naturalistic curriculum model and James Macdonald's use of Jurgen Habermas's three categories of human interest were analyzed to propose a paradigm for curriculum planning in developing countries. None of the three categories was deemed appropriate for countries which have as their major educational purpose renationalization and modernization. Two notions of Walker's model were identified as essential in these circumstances: curriculum planning is a practical task, a task that is best approached through deliberation. A paradigm linked with Walker's model was proposed as useful because (1) the emphasis is on optimizing and balancing, (2) consensus is to be achieved before planning is undertaken, and (3) the curriculum design produced is considered an indigenous product suited to the values and aims of a particular country.

Kurten, Suma. "The Curriculum as an Organizational Construct. An Ethnographic Study of Curriculum-Making." Ed.D. Columbia University Teachers College, 1984, 167 pp. (45/02-A:400).

Curriculum-making in the ESL program of an urban high school was examined by looking at the practice and language of those involved in it. The study focused on the work of three individual teachers and their influence on their context. The curriculum was considered as made not only by teachers, but also as set up through the actions of others who construct and determine it in more fundamental ways. Distinctly different "public" and "private" curriculums were found, the public curriculums having largely to do with "pedagogical" concerns and serving often as fronts. The private curriculum of the individual teachers remained private and isolated, receiving little validation and legitimation from the larger institution.

Latinis-Bridges, Barbara A. "Investigation of the Decision-Making Process in the Development of the Proposal for the Doctoral Program in Nursing in a University School of Nursing Through Taba's Curriculum Development Model." Ed.D. University of Kansas, 1984, 200 pp. (46/04-A:884).

Decisions and decision-making processes of a university school of nursing faculty were examined in this study during the development of a proposal of a Doctor of Philosophy in Nursing degree. An instrument developed from Hilda Taba's curriculum development model was the data collection tool. The instrument consisted of 50 questions in four sections: objectives to be achieved, selection of curriculum experiences, centers for organizing data, and the scope and sequence scheme. Among the conclusions were the following: (1) the philosophy of the program, although extant in draft form, was not completed and adopted until after the proposal was completed, (2) committees often worked independently on components of the curriculum, and (3) course titles and descriptions were developed for the proposal, but without descriptions of objectives or learning experiences much of the curriculum could not be evaluated. The researcher believed that the instrument was long and sometimes difficult to use without reference to Taba's work.

Simmons, Robert Dale. "Networking in Curriculum Planning: The Development and Application of a Model." Ed.D. The University of North Carolina at Greensboro, 1984, 135 pp. (45/05-A:1290).

The purpose of this study was to create an analytic and programmatic model of networking for application to an existing educational setting. The model was based on works by Seymour Sarason and Dale Brubaker and was designed to bring social studies teachers together along with

community people for the purpose of informal curriculum planning. In creating the model, the aspects of the before-the-beginning history of the setting, emergence of leadership, formation of a core group, goal setting and articulation of network concerns, and resource exchange were utilized. The network that resulted from the application of the model to a group of social studies teachers in western North Carolina was successful in helping teachers transcend the mindset of reluctance to engage actively in curriculum planning. The network was able to sustain itself, and members of the network were able to experience meaningful participation in curriculum planning and implementation of the network's materials in their classrooms. Community members also experienced satisfaction through their contact with teachers in the network.

Curriculum Implementation

Bayliss, Camilla Ruth. "Illuminating the 'Black Box' of Curriculum Implementation: Three Trials with Tribulations." Ph.D. University of Oregon, 1984. 325 pp. (45/12-A:3526).

Implementation of a curriculum unit, School Life and Organizational Psychology, was examined in three settings: a high school, a junior high, and a middle school. Methods of data collection included participant observation, interviews, questionnaires, a projective test, and examination of documents and records. The analysis revealed that three issues played a major role in implementation: resources, capabilities of students, and familiarity of the teachers with the curriculum. Most important among the resources were proper allocation of time for teacher planning and debriefing with students and an adequate number and mix of teachers, aides, and consultants. Important student capabilities were skills in cooperative group work and cognitive orientation to problem solving. It was also important for teachers to be familiar with both the subject matter of organizational psychology and use of laboratory learning procedures. The comparative analysis of the trials at the junior high and middle school identified a fourth issue: the importance of the culture of the school community, particularly norms about how teaching and learning are supposed to take place. It was recommended that all four areas be anticipated when new curriculum is implemented.

Drizin, Barbara Frank. "West Falls High School: A Model of Change: Curriculum Continuity and Change, Teacher Participation, and the Social Studies Curriculum, 1971-81." Ed. D. University of Pennsylvania, 1984. 462 pp. (45/06-A:1625).

Answers to how and why the curriculum in a particular high school changed from 1971 to 1981 were sought through a participant observation methodology. Data sources included taped interviews with teachers and management representatives, responses to a full school questionnaire, district documents, two accreditation reports, and course brochures. A review of the data indicated in part that (1) the district's curriculum policies had been implemented as intended, (2) the major commitment to curriculum improvement was the creation of the subject/curriculum supervisor position, (3) the social studies supervisor's collegial model of leadership led to a high level of teacher participation in curriculum improvement, and (4) the sequence of social studies courses had not changed and was still bound to the 1916 national model.

Fry, Betty Lucretia V. "A Descriptive Study of Elementary Teachers' Instructional Planning." Ph.D. University of South Florida, 1984. 330 pp. (46/02-A:339).

The purpose of this study was to investigate instructional planning by means of a detailed analysis of the planning practices of six elementary teachers during the first nine weeks of the school year. A combination of methods was employed in data-gathering including observations, interviews, stimulated recall, and think aloud planning. Five factors were discovered to influence planning: (1) physical features of the classroom, (2) temporal schedules, (3) student characterization, (4) the adopted curriculum, and (5) school rules and resources. Planning was found to be organized around three levels (yearly, weekly, and daily planning) and to involve five elements. Based on these findings, five premises concerning a realistic planning model were proposed for validation in further studies.

Grohosky, David S. "Influences on Teacher Decision-Making in Curriculum Planning." Ed.D. Pepperdine University, 1984. 172 pp. (46/05-A:1178).

The purpose of this study was to create an empirical model depicting the categories and subcategories of influences that teachers take into account during the process of curriculum

planning. Two instruments were developed to collect information from a panel of experts and a randomly selected group of intermediate level teachers. The resultant model includes three categories of external influences. Nature of the Instructional Task, Information About Students, and The Environment. Teacher Characteristics is the category of internal influences. Analysis of teachers' responses indicated that the Nature of the Instructional Task was the most influential followed by Information About Students, Teacher Characteristics, and The Environment.

McEvoy, Barbara C. "Behind Closed Doors: A Study of Curriculum Stability." Ph.D. Stanford University, 1984. 330 pp. (45/10-A:3063).

This study of curriculum stability undertook an investigation of why teachers maintain descriptive grammar instruction as part of their curriculum in spite of the long-questioned efficacy of such instruction. Nine teachers from two organizationally different schools were interviewed and observed extensively regarding their beliefs, practices, pre-professional and professional education. Administrators and teachers were interviewed regarding school curriculum policies. It was found that descriptive grammar appears to function more as a traditionally endowed curriculum requirement than a teaching tool for improved language practices. Analysis of the data revealed that teachers could be categorized by three patterns of curriculum use and development. Problem seekers analyzed student learning problems and skill deficiencies, then developed routines to remedy the problems. Problem solvers, on becoming more aware of student problems, sought curriculum solutions by creating their own routines and/or adapting routines they had heard about. Solution-first teachers adopted routines with adaptations because they were required to incorporate new elements in their curriculum or because they knew of new routines as a result of inservice or collegial recommendation.

Sasser, Robert F., Jr. "The Relationships Between Special Education Teachers' Preferences for Curriculum Areas and Use of Instructional Time." Ed.D. George Peabody College for Teachers of Vanderbilt University, 1984. 112 pp. (45/06-A:1632).

The purpose of this study was to determine if preferences for curriculum were related to use of instructional time. It was hypothesized that if teachers indicated preferences for specific subject areas, they would spend more time in teaching those areas. Seventeen special education teachers of severely and profoundly mentally retarded students enrolled in a special day school collected data on their use of instructional time over a ten-day period. Data were collected in 28 curriculum areas. Data on amount of time for each area were totaled and ranked for each teacher. Teachers ranked areas in order of preference for teaching. Data indicated teachers used approximately half of available time for instruction with the remainder of their time spent on such noninstructional activities as handling discipline. Overall, teachers allocated the most time to vocational training and applied academics, while they ranked arithmetic (applied academics) and receptive and expressive communication highest in order of preference.

Weade, Regina. "The Relationship Between Jungian Psychological Type and Curriculum Design Preferences." Ph.D. The Ohio State University, 1984. 220 pp. (45/06-A:1633).

The purpose of this study was to determine if relationships exist between personality characteristics and preferred images of curriculum design. Sixty four home economics educators involved in a curriculum development project responded to the Myers-Briggs Type Indicator and the Survey of Curriculum Preferences developed by the researcher. Chi square analysis indicated one significant relationship, the relationship between mode of perceiving and preferred view of the teacher's role in creating learning environment. Among the other findings were the following: (1) agreement existed among the development project participants, irrespective of psychological type, regarding content to be included in home economics curriculum, (2) subtle qualitative distinctions in the manner of describing curricular content were related to psychological type, and (3) psychological type is a potential indicator of the approach taken by project participants in describing the teacher's role.

Curriculum Evaluation

Lang, Lea Wakkur. "The Design and Application of an Evaluation Model for Nursing Curricula." Ed.D. University of Kansas, 1984. 205 pp. (45/08-A:2377).

In this study an eclectic evaluation model was developed to produce nursing curriculums. The model combined six evaluation systems into a framework that addressed decision-making (CIPP model), content (Stake's Responsive Model), objectives (Tyler), accreditation standards (NLN), theory building (Derdarlian), and criteria for predicting nursing performance developed at Ohio State University. The model was applied to a nursing program at a private liberal arts college. The model was able to process the decision-making information necessary for meeting present and future program needs, as well as provide an organized feedback system for evaluating newly designed strategies for change.

Roles in Curriculum Work

Bryant, Violet Lantz. "An Examination of the Defined, Performed and Perceived Roles of Curriculum Administration." Ed.D. University of LaVerne, 1984. 231 pp. (45/12-A:3527).

In this study 131 persons identified as curriculum administrators in four California counties responded to a questionnaire that sought to obtain information on the role of the curriculum administrator (1) as defined in job descriptions, (2) as perceived by the curriculum administrator, and (3) as performed by the incumbent in the position. The findings indicated significant differences between the defined and perceived role and between the defined and performed role in general although on some specific behaviors there were no significant differences. The findings also indicated that neither role perception nor role performance are determined by job descriptions and that performance and perception behaviors are dependent on gender. It is recommended that (1) job descriptions be reviewed and revised periodically and related directly to the incumbent's role performance and perception, (2) research be conducted about the influence of gender on role performance and perceptions, (3) research be conducted on job satisfaction of curriculum administrators, and (4) evaluation processes and instruments for evaluation be correlated to job descriptions.

Chabot, Andre Lee. "Elementary Teachers' Perceptions of Curriculum Work: A Descriptive Study Using Self-Report Data and Teachers' View on Selected Variables." Ph.D. University of Connecticut, 1984. 150 pp. (46/03-A:596).

In this study a model combining the conceptual frameworks of Goodlad and Bussis was used to investigate non-urban elementary teachers' perceptions of their curriculum work. Eighteen randomly selected teachers judged by their principals to be superior were asked five questions including (1) Do superior teachers serve on local curriculum development committees? (2) Do superior teachers use goal-related statements in their descriptions of instructional planning? and (3) Do superior teachers make distinctions between curriculum development and instructional planning? The data revealed that 66 percent of the teachers had been on a curriculum development committee within the previous four years, 61 percent did not use long-term goal statements in their planning, and over 94 percent made a basic distinction between curriculum development as an overall general plan and instructional planning as the specific preparation for the implementation of that plan.

Dyl, Kenneth John. "A Study of the Criteria Used and Factors Influencing Erie County Boards of Education When Reviewing Proposed Curriculum Programs." Ed.D. State University of New York at Buffalo, 1984. 196 pp. (45/02-A:396).

This study concerned itself with decision making and communication among and between board of education members and curriculum leaders as proposals were made which dealt with curriculum. According to the researcher, school board members are becoming more active in decision making in all aspects of school district functions, including the curriculum. Little is known about the criteria board members use when reviewing curricular proposals and what factors influence them when they make decisions. Among the findings of this study are the following (1) the relationship of the proposed program to the goals and objectives of the school district is the most important criterion identified by board members, and (2) job position of the proposal presenter influences the credibility of the information communicated about a curriculum proposal.

Edwards, Grayne D. "Perceptions of School Principals and District Curriculum Leaders Regarding Leaders' Role and Problems of Curriculum Change Implementation." Ed.D. Temple University, 1984. 179 pp. (45/08-A:2373).

In this study selected Pennsylvania school district curriculum leaders and principals responded to a questionnaire to determine the role of the curriculum leaders (DCL) in implementing curriculum change, as well as to identify factors that inhibit such change. Among the findings are the following: (1) the overwhelming majority of DCL's perceive themselves as performing the tasks that are essential to ensure the implementation of curriculum change to a degree that exceeds the perceptions of elementary and secondary school principals, (2) secondary principals do not perceive DCL's to be as active in implementing curricular changes as do elementary principals, and (3) a considerable number of efforts directed at implementing curriculum change continue to be plagued by varying factors. It was recommended in part that DCL's receive more intense training in curriculum change and that school board members be given inservice training on the intricacies of curriculum change implementation.

Hatch, D. Patricia. "Connecticut School Superintendents' Perceptions of Their Influence on the Process of Curriculum Development and Revision." Ph.D. The University of Connecticut, 1984. 120 pp. (45/10-A:3060).

This study investigated the perception of public school superintendents of their influence on curriculum development and revision. All 145 Connecticut superintendents listed the ways in which they perceived themselves as influencing curriculum development and revision. Using a modified Delphi technique, the superintendents then ranked 11 items that emerged from the first mailing. The data revealed that the power of the position was perceived by the superintendents as exerting the most influence on the process of curriculum development and revision. Working with the board was perceived as influencing curriculum development and revision the least.

Proffitt, Thomas Don. "Secondary School Principals in Selected School Systems Report Their Role in Curriculum Development." Ed.D. University of Maryland, 1984. 273 pp. (46/02-A:344).

The purpose of this study was twofold. (1) to ascertain the prescribed and reported role of the secondary school principal in curriculum development as reflected in the literature, and (2) to describe the factual and future role in curriculum development that principals from selected Maryland school systems reported they perform and would like to perform in the future. Data from questionnaires and surveys revealed that in practice the self reported role of the principal is not that advanced by theorists. The planning dimension was restricted while particular aspects of the implementation and evaluation/revision dimensions were emphasized. The findings also indicated that principals desire an expanded and enhanced future role in curriculum development, particularly in the planning dimension, to enable curriculum to emanate more from the needs of individual schools and communities. Based on the data, the researcher identified two options: a practical option, which recognizes the principal as an educational manager rather than a curricular leader, and the "philosophically best" option, which would restructure the present context of the secondary principalship to allow principals to fulfill their prescribed role in curriculum development.

Curriculum History

Leavitt, Ellen Dee. "A Descriptive Study of Major Changes in Curriculum and Instruction in the Public Schools of the United States from 1957 to 1983." Ed.D. Brigham Young University, 1984. 385 pp. (45/02-A:400).

A descriptive study was made of the changes in the curriculum and instruction in public schools in the United States by reviewing the professional literature for the 26-year period, 1957 to 1983. Articles were selected from the three indexes, Public Affairs Information Service, International Index to Periodicals, and The Education Index, as well as numerous references identified from the articles reviewed from the indexes. The literature revealed events that seemed to act as catalysts in effecting change in education. Three eras were identified as the Sputnik Era, the Great Society Era, and the Accountability and Basics Era. Each era was divided into four topics for discussion: (1) the events that affected curriculum and instruction, (2) issues related to curricular and instructional change, (3) curricular and instructional changes, and (4) reactions to the issues and activities of the era. The study revealed the need for strong leadership by educators to combat the trend of reacting to external pressures and influences, plus the need for a well defined knowledge of the purposes and goals of education.

The Curriculum Field

Rosales-Dordely, Carmen Leonar. "General Curriculum Professors' Specialized Knowledge: A Study Across Two Countries—The United States and Canada." Ph.D. The Pennsylvania State University, 1984. (46/01-A-65).

The purpose of this study was to investigate how much similarity there is in the specialized curriculum knowledge possessed by those general curriculum professors in higher education who teach courses pertaining to pre-college curriculum development, theory, design, and policy. Ninety-five general curriculum professors responded to a questionnaire indicating three things about 36 selected curriculum references: (1) how they understood and classified them into various domains of curriculum knowledge, (2) in what contexts of their academic work they used them, and (3) what qualitative descriptions they applied to the references. Considerable similarity was found in specialized curriculum knowledge. However, for more than 40 percent of the respondents, 20 references were unfamiliar and 28 references were reported as not used.

Critiques/Alternatives

Baldwin, Edith Elsie. "The Nature of Home Economics Curriculum in Secondary Schools." Ph.D. Oregon State University, 1984. 224 pp. (45/09-A-2739).

This study critiqued three models of home economics education using Jurgen Habermas' three categories of human rationality: technical rationality, hermeneutic rationality, and emancipation rationality. Two basic needs were identified: the need for curriculum development to be based on sound theory and the need for a critical theory of home economics education. A set of questions was identified to assist in developing such a theory.

Crane, Terese Ann. "Developing Curriculum Focused on 'Person': Theoretical and Practical Views." Ed.D. University of California, Los Angeles, 1984. 170 pp. (45/02-A-395).

An alternative approach to thinking about curriculum planning was taken based on a method of philosophical or conceptual analysis that centered around the belief that "person" (and not "learner") is a viable starting point for the development of curriculum. The proposed method involves: (1) choice of a logical assumption, (2) review of the literature for common usage of the concept, (3) specification of the necessary conditions of the concept, (4) choice of an orientation of the curriculum, (5) development of a curriculum outline, (6) presentation of the curriculum, and (7) evaluation of the curriculum. This approach was argued to be more humanizing and at least as practical as traditional models.

Finelli, Mary Theresa. "Synthesis of Gramscian Pedagogical Principles: A Classical Curriculum as a Model to American Educational Reform." Ed.D. University of Cincinnati, 1984. 148 pp. (46/03-A-598).

This study synthesized the Italian Marxist Antonio Gramsci's pedagogical writing concerning the goals, structure, and curriculum of his proposed common school. The research describes his philosophy concerning schools as the major cultural apparatus of every society and therefore the seat of meaningful societal reform. Gramsci calls for a classical curriculum for all students which is based on the premises that in a democracy everyone can be a ruler and that the classical school traditionally has been the school of the ruling class. A model is proposed which limits tracking, provides for a common core curriculum and national competency examinations at the end of the 6th grade and upon graduation from high school. The research expects that this model can provide equality of quality education for all American students and reduce perpetuation of social classes through the school structures.

Foreman, Larry Dean. "Possible Effects of the Hidden Curriculum in the American School Upon the American Indian Student." Ph.D. Oklahoma State University, 1984. 122 pp. (46/05-A-1177).

This study utilized techniques of ethnomethodology to examine possible effects of the hidden curriculum upon the American Indian student. It deals with beliefs and values and examines the struggle for prevalence of these in establishing social order. Schooling is viewed as one part of this social order. Three working hypotheses emanating from this study are posited for trial by

praxis in American Indian education. A research paradigm for further study of policies, practices, and effects of hidden curriculums in American Indian schooling is also presented in the study

Hannay, Lynne Maria. "Cultural Reproduction via the Hidden Curriculum." Ph.D. The Ohio State University, 1984. 178 pp. (46/01-A-61).

This study investigated the cultural reproduction that occurs via the hidden curriculum. A naturalistic methodology was employed to investigate what students appeared to be learning by way of the hidden curriculum in a sophomore social studies classroom. An analysis of the data suggested the students were acquiring certain working class attitudes toward power and authority, social stratification, and the work ethic. Cultural reproduction occurred with the tacit acceptance of the students. The students generally accepted the educational exchange as valid because they accepted education as a key component of the American Dream. The students believed that the American Dream was obtainable. The hidden curriculum was found to be a partial vehicle for this cultural reproduction. The content directly perpetuated via the hidden curriculum was not that hidden to the participants.

DOROTHY HUENECKE is Associate Professor of Education, Department of Curriculum and Instruction, Georgia State University, Atlanta, GA 30303.

Tomorrow's Teachers. A Report of The Holmes Group East Lansing, Mich. The Holmes Group, 1986. 97 pp. \$6.50

A group of deans of education offers recommendations for the reform of teacher education and the profession of teaching. They urge differentiation in function and preparation for Instructors, Professional Teachers, and Career Professional Teachers. They also propose Professional Development Schools in which teachers and administrators would join university faculty in the training of teachers, demonstrating and researching good teaching practice, and seeking models of school reform compatible with the new requirements of the teaching profession.

Tyler, Ralph W. *Changing Concepts of Educational Evaluation.* Special Monograph Issue, *International Journal of Educational Research* 10, 1 (1986) 1-113.

This monograph is an extensive treatise by the leading authority in educational evaluation. Ralph Tyler shows the inadequacies of the old paradigm of educational evaluation and offers a new paradigm and rationale to replace it. He discusses new ways of assessing educational potential, educational programs, student writing, and affective learning and presents procedures for assessing achievement of large populations, for human resource development, and for reporting evaluation results.

Wiles, Jon, and Joseph Bondi. *Supervision: A Guide to Practice.* 2d ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1986 375 pp

This text offers step-by-step coverage of six skill areas in supervision and explores opportunities for leadership and change through supervision. Emphasis is upon the supervisor's political and coordination roles. The authors provide guidelines, case studies, resources, and readings.

Copyright © 1986 by the Association for Supervision and Curriculum Development. All rights reserved.