

ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1983-1984

VIRGINIA MACAGNONI, *University of Georgia*
MARY BEAR, *Brenau School of Nursing*
MARY PHILLIPS, *University of Georgia*

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

Supervision Theory/Conceptual Research

Allred, Larry Douglas. "In Quest of a Comprehensive Model for Educational Supervision. An Ethnographic Inquiry." Ed.D. The University of North Carolina at Greensboro, 1983, 214pp (44 8, 2338-A)

Intending to create a comprehensive, viable model of educational supervision, the investigator designated three components (1) a unified theory embracing strengths of previous models, (2) a parallel applicative consultant approach, and (3) a change process. Literature review focused on these. The unified theory encompassed organizational behaviors, human relationships, and professional development and their interactions. The consultant approach included extended time spent in a single setting. The change process, following Sarason (1972), focused on (1) time, (2) widespread commitment, (3) sustained relationships, (4) setting history and culture, (5) balance between external and internal leadership, and (6) continuous support and professional significance. To illuminate the operation of the model, a four-month field study using participant observation supplemented by formal and informal interviews was conducted in a middle school. Conclusions were that the model components functioned as complementary forces in effecting sustained organizational, professional, and personal growth. The model appeared to be a potential means for achieving instructional improvement and other broad goals of supervision.

Gibson, William Harrison. "An Analysis of Staff Development Programs Funded Through the School Improvement Program in Selected High Schools." Ed.D. The University of Southern California, 1984 (45-3, 702-A)

This study was concerned with the required implementation of a staff development program as a major component of the School Improvement Program (SIP). Selected high schools were examined to determine if the staff development programs were based soundly on an appropriate theoretical model. Through a staff development questionnaire, 25 SIP-funded and 25 non-SIP funded high schools were compared against a theoretical staff development model determined through a literature review. Findings were that (1) nine components constituted a theoretically ideal staff development program, (2) SIP funded high schools were a statistically good match in only 3 of the 27 subareas identified in the model staff development program, and (3) none of the responses from the schools not receiving SIP funds was a clean match against the model staff development program. The comparison of high school staff development programs revealed that the infusion of SIP guidelines and funding provided for a staff development program more closely resembling the theoretical staff development model than the programs found at the high schools not receiving the same guidelines and funding. The researcher concluded that there was consensus in the extensive literature reviewed as to the necessary components for a successful staff development program. There was formal staff development in the majority of SIP high schools. High schools not receiving SIP funds did not match the staff development model. With some exceptions, the SIP funded high schools were not significantly different from the high schools not receiving SIP funds. The researcher recommended that a companion study be conducted.

Goodwin, Susan Poe. "An Explication of Human Resources Supervision. A Grounded Theory Study of a Public Alternative High School." Ph.D. The University of Pittsburgh, 1983, 166pp (44 8, 2306-A).

This study, a conceptual dissertation, was undertaken to examine an effective supervisory

climate in a small alternative high school in order to explicate six supervisory assumptions listed by Sergiovanni as the assumptions underlying Human Resources Supervision. Grounded theory methodology was used to discover the conceptual framework. By gathering data from the substantive area, the alternative high school, and through constant comparative analysis, the researcher generated the final concepts explicating Human Resources Supervision. When the analysis was complete, the resulting conceptual framework consisted of six concepts and a core concept, which pervaded them all. The core concept, identified as Personal Empowerment, referred to the process of freeing teachers, of giving them the power to make decisions and become involved in activities that extended beyond their classroom responsibilities. The six concepts further grouped into four change producing concepts—Democratic Teaming, Task and Time Determination, Professional Growth, and Reward Motivation—and two change reflecting concepts—Conflict Resolution and Integrative Connecting. These six concepts together provided the information necessary to expand Sergiovanni's assumptions related to the supervisory climate in the alternative high school. As the researcher developed the concepts in the dissertation, a substantive theory for the alternative high school under study emerged.

Keirnes-Young, Barbara Jean. "The Principal as an Agent of Change." D Ed. The University of Oregon, 1984, 184pp. (46:2, 314-A)

The purpose of this study was to make more explicit the principal's role in the change process in schools. Research findings from 52 public school change studies were reviewed to answer questions about: (1) critical organization factors associated with the initiation, adoption, and implementation of change; (2) leader behaviors present in the successful promotion and support of change, and (3) implications of organizational factors and leadership behaviors of the school principal as a leader and manager of change. The researcher used an inductive method to organize the findings as a set of conclusions. Factors supporting the initiation of change were teacher involvement in problem-solving processes, clarity of goals and roles, readiness for problem solving; continuous monitoring of the system, and the matching of user needs with the innovation. Factors supporting the change process were concrete, ongoing inservice education, adequate time for inservice education, staff meetings that promote problem solving, good patterns and rate of communication, personal support and recognition of staff, resource acquisition, climate of renewal, supportive organizational arrangements, informing and involving external groups, and effort to gain superintendent and central office staff support. Four action patterns were developed to conceptualize roles of the principal in change action researcher, social architect, staff developer, and political strategist. Implications addressed role expectations, selection, training, and support of principals.

Saludades, Rosario T. "A Theoretical Staff Development Model Based on the Staff Development Needs of Teachers as Perceived by Teachers, Principals, and Supervisors of Manila Public Elementary Schools." Ed D. Northern Illinois University, 1983, 240pp. (44 12, 3592-A)

This study was concerned with creating a theoretical staff development model based on teachers' staff development needs as perceived by teachers, principals, and supervisors of Manila public elementary schools, the creation of which involved (1) a questionnaire survey of teachers', principals', and supervisors' perceptions of Manila public school teachers' staff development needs, (2) a literature review on adult learning, factors contributing to effective staff development programs, and theoretical models on staff development, (3) a synthesis of data into a theoretical staff development model with a "growth" orientation. Frequencies and percentages from the questionnaire returns were reported. Research data obtained from the literature and from the teacher survey were analyzed, and a theoretical framework for interrelating the information was developed. Adult learning principles and the findings from the questionnaire survey provided support for a growth-oriented staff development model. One important finding of the study was the lack of congruence in the perceptions of the three respondent groups regarding most of the staff development of teachers. An analysis of factors contributing to the success of inservice programs revealed the importance of (1) teacher involvement in all stages of staff development and the necessity for differentiated individualized experiences with supervised practice; (2) utilization of teachers as trainers of other teachers, and (3) follow-up giving teachers opportunity to apply learned behaviors and skills with maximum support from peers and administrators.

Clinical Supervision

Cameron, George James. "The Effects of Clinical and Traditional Supervision Methods on the Satisfaction Levels of Higher and Lower-Order Need Teachers" Ed D University of San Diego, 1984, 205pp (45-8, 2331-A)

The question addressed the effect of clinical and traditional supervision on the satisfaction levels of higher- and lower-order need teachers. This five-month study in 15 school districts in Southern California consisted of a sample size of 74 teachers under clinical supervision and 83 teachers under traditional supervision, as well as 10 clinical and 10 traditional principals. Two instruments—the Higher-Order Need Strength Measure B and the Teacher Supervision Practices Questionnaire—were used. Of the ten null hypotheses tested by analysis of variance, nine were accepted, and one was rejected. Significant differences were found between teachers with clinical and traditional supervision. No statistically significant differences were found between need strength and teacher classification into higher or lower-order need categories and supervision.

Cooper, Gary Robert. "Collegial Supervision: The Feasibility of Implementation and Particular Effectiveness on Teacher Attitudes and Job Satisfaction" Ed D University of Pennsylvania, 1983, 225pp (44-5, 1261-A)

This study was designed to determine both the feasibility of implementing a collegial supervision program in a pilot school district and its effectiveness on teacher attitudes and job satisfaction. Four cycles of the collegial process involving planning, observing, and debriefing were used during the nine week program. The major methodology was participant-observation. Feasibility was indicated by (1) program support of all professionals except secondary principals, (2) use of volunteers instead of hired substitutes, (3) successful inservice training attributable to multi-session format, (4) successful completion of planning and debriefing conferences, and (5) 87.5 percent of participants experiencing at least part of the program. Most teachers did report hampering of observations by time limitations and scheduling difficulties. Effectiveness was indicated by teachers' positive attitudes of collegial supervision. Results suggested the lowering of facilitator expectations, the simplification of procedures, and the adjustment of current programs to avoid conflict with existing school norms as ways of making collegial supervision more enticing.

Mattes, Reinhold Gustav. "A Comparative Study of Teachers' Perceptions of Teacher Development and Supervisory Practices Under Clinical and Traditional Supervision Practices in Selected Colorado Schools" Ed D University of Colorado at Boulder, 1983, 156pp (44-4, 940-A)

This study compared effects of clinical and traditional supervision on teachers' perceptions of teacher development of performance and supervisory practices. Three questionnaires—the Survey on Supervision (containing both existing and desired scales), the Stanford Teacher Competence Appraisal Guide, and a demographic survey of teachers' ranking of their supervision—were used. A demographic questionnaire was given to the teachers' supervisors. Twenty one supervisors, 10 clinical and 11 traditional, and 183 teachers participated in the study. Of the eight hypotheses tested by analysis of variance and/or the t-test, three were rejected and five were accepted. Significant differences were found on the Survey of Supervision between teachers under clinical and traditional supervision and between teachers who worked at different school levels. Significant perceptual differences were found between teachers with less than four and teachers with four or more years of experience on the Stanford Teacher Competence Appraisal Guide. Conclusions were: (1) clinical supervision enhanced teachers' perceptions of supervision on the existing scale, (2) teachers perceived smaller differences between the existing and desired scales in clinical than in traditional supervision, (3) teachers rated clinical supervision higher than traditional supervision, (4) middle school/junior high school teachers were more positive about supervision than high school teachers, (5) teacher development was about the same under both types of supervision, and (6) teacher development was greater if teachers had more than three years of experience.

Nsien, Emmanuel J. "The Perceptions of Clinical Supervision by Experts and Instructional Personnel in a Public Secondary School" Ph D University of Pennsylvania, 1984, 156pp (45-5, 1260-A)

This study was designed to investigate experts' beliefs about selected instructional supervisory practices in high schools and to determine the extent to which teachers and administrators

in selected schools concurred. The study attempted to answer questions regarding (1) experts' opinions of desirable practices and principles of supervision, (2) teachers', department heads', and administrators' beliefs and extent of agreement with the experts; and (3) significant differences between the three professional groups. To establish normative judgments of selected principles related to clinical supervision, a Likert-type questionnaire was administered to experts identified in the literature. These responses were compared to those practitioners who were administered the same questionnaire. Findings indicated that the correlation coefficients for all paired groups except department heads and experts were positive and statistically significant. When supervisory principles were dichotomized as teacher-oriented or administrator-oriented, respondents favored those which tended to reflect their occupations. There was a limited number of supervisory principles that members of all of the responding groups favored. Generalizations derived from this study were tentative, owing to limited sample size and use of a nonstandardized instrument.

Staff Development

Brubaker, Mary Joanne Allman. "The Impact of Georgia's Performance-Based Teacher Certification Program on the Supervisory Tasks of Assessment and Staff Development for Beginning Teachers." Ph.D. Florida State University, 1983, 205pp. 44.2, 333-A)

The purpose of this study was to describe the implementation of a performance-based certification program in Georgia impacting upon beginning teacher instructional supervision for the on-the-job performance assessment phase of certification. The researcher employed a case study approach using a structured interview to seek specific information on supervisory tasks of assessment and staff development. Questions were (1) Does the assessment of beginning teachers involve a cyclical process of planning, observation, analysis, and feedback? and (2) Does staff development for beginning teachers address strengths and weaknesses identified during teacher assessment? A sample school system representative of Georgia school systems was selected. The population sample consisted of 59 participants. Conclusions were that beginning teachers received orientation to the performance-based certification program from a regional assessment center, yet more than half were unsure of over 50 percent of the teaching competencies to be assessed. Beginning teachers received little if any assistance in planning for assessment. Assessment procedures were implemented according to guidelines. The school system had no definitive staff development framework for beginning teachers. Opportunities were not well publicized. Supervisory personnel were not sensitive to the needs of beginning teachers participating in the performance-based certification program. However, needs of individual school faculties were addressed.

Dukacz, Albert Stanley. "Inservice as a Vehicle for Curriculum Implementation: A Comparison of Two Models." Ed.D. University of Toronto, 1983 (44.9, 2738-39A).

This ex post facto study compared two released-time inservice models employed to facilitate curriculum change in the elementary schools of one Ontario school system. Methods of data collection included a modification of Hall's Stages of Concern Questionnaire and interviews with teachers familiar with two models: (1) Discrete, a series of unrelated subject-oriented, presenter-controlled workshops attended by groups varying in number and identity; and (2) Continuous, a series of continuing emergent, participant-need oriented sessions attended by fixed groups of teachers only. Questionnaire results revealed that teachers in the "Discrete" program reported greater concern for the lower stages of Hall's implementation continuum, and those in the "Continuous" program disclosed greater concern for the more sophisticated developmental stages. Interviewed teachers reported greater frustration with the "Discrete" workshops and greater satisfaction with the emerging design of the "Continuous" program. The literature and contemporary documents intended to influence curriculum implementation in Ontario were examined in relation to the findings. Changes in roles of teachers, curriculum consultants, resource persons, and inservice planners were proposed.

Konke, Karen. "An Investigation of the Relationship of Elementary School Teachers' Conceptual Level and Their Perceptions in Regard to Staff Development, Instructional Improvement, and Curriculum Development." Ed.D. University of Georgia, 1984, 182pp. (45.6, 1594-A)

This study investigated the relationship between teachers' level of conceptual thought and their preferences for supervisory support in three tasks of supervision—staff development,

instructional improvement, and curriculum development. It was hypothesized that teachers at higher conceptual levels would prefer to be involved with others in the tasks of supervision and would prefer greater flexibility and fluency in each task than teachers at lower levels of conceptual thought. Teachers' conceptual levels were measured using the Paragraph Completion Method. Teachers' preferences for supervisory support were measured using the Preference for Supervisory Support Questionnaire. Both instruments were administered to a randomly selected sample of 249 elementary school teachers in 11 schools in a Southeastern state. Findings revealed 61 percent of the teachers were at a high level of conceptual thought according to the norms of the PCM, which was contrary to previous studies. Teachers indicated a strong preference for involvement with others, as well as for flexibility and fluency as measured by the PSSQ. However, there was no significant relationship between teachers' conceptual level and their preferences for supervisory support.

Maduka, Juliet. "Inservice Education Program Development for Lagos State Primary School Teachers in Nigeria." Ed.D. University of Massachusetts, 1983, 250pp. (44-4, 938-A)

The purpose of this study was to provide data for establishing guidelines for valid, useful inservice educational programs for the Surulere/Ikate school district of Lagos State, Nigeria. The study was built upon the premises that inservice education of teachers is imperative in the continuing growth of Nigerian teachers, and that to develop effective programs, teachers' specific needs must be determined. It was realized that a valid instrument is required for such determination. After researching the field of needs assessment, the writer took ideas from many models but relied heavily on the methodology developed by Coffing and Hutchinson. The design was first implemented through a series of two group interviews in each of ten schools in the district. The participants in these interviews were selected teachers, administrators, and the Inspector of Schools. Purpose was to define the needs of primary school teachers. Needs generated from the interview prioritization and analysis were synthesized into 84 needs statements. From these, a 20-item questionnaire was devised and disseminated to a random sample in the school district. Analysis of the data provided guidelines for inservice education programmers. This study concluded with an evaluation of its design, use, and effectiveness, as well as recommendations for further research.

Instructional Leadership

Boyd, Pamela J. "Instructional Leadership—Not a Spectator Sport: A Study of the Implementation of an Instructional Leadership Model and Its Impact on Teacher Ideals." Ph.D. University of Pittsburgh, 1984, 321pp. (46-3, 560-A)

This study focused on (1) the implementation of two instructional leadership models developed by administrators of two neighboring school districts in partnership with the University of Pittsburgh, and (2) the degree of compatibility between teacher ideals or beliefs about instruction and the key philosophic concepts of the models—mastery learning and effective schools. Data collection pertained to (1) the development of the models, (2) the phases used to implement and monitor the models, and (3) teachers' reactions regarding instructional ideals related to equal educational opportunities. Data from the third element, teachers' reactions, were collected using a variety of methods including teacher interview, Q-sort, and questionnaire. The sample included 55 teachers K-12 from both districts. General findings indicated (1) lack of teacher input into model development, (2) limited model connectiveness among the three elements, (3) inconsistency between teachers' reactions about the mastery learning concept and their actual instructional practices, (4) minimal teacher support for the idea of equal educational opportunities for all students, (5) teachers' general belief in the effective schools concept, and (6) strong teacher support for principal/teacher interaction.

Dutkowsky, Michael Joseph. "The Relationship of Superintendent-High School Principal Instructional Leadership Role Consensus to the Homogeneity of Selected Personal Characteristics and the Opportunity for Interaction." Ed.D. State University of New York at Buffalo, 1983, 171pp. (44-9, 2636-A).

The central problem of this study was to determine what specific (1) homogeneity of personal characteristic/variables and (2) opportunity for interaction variables were influential, and the relative strength of each in analyzing the degree of role consensus reported by high school principals and superintendents relative to the principal's instructional leadership role. A random

sample of 100 high school principal-superintendent dyads from New York State public school districts was selected, 76 composing the final sample. Data were collected by a five-part questionnaire. The Pearson Product Moment Correlation Co-efficient and hierarchical multiple correlation analysis were used for statistical analysis. A significant positive association was found between role consensus expectations for the principal's leadership role and the homogeneity of personal characteristics. Significant positive associations were evidenced between role consensus of expectations and similarity of: (1) graduate credit in curriculum and instruction, and (2) inservice experiences in curriculum and instruction. No significant positive associations were observed between role consensus on expectations and opportunity for organizational interaction between superintendents and principals. Conclusions addressed (1) role expectations and perceptions formed over time, difficult to modify through interaction, (2) the preservice and inservice program need to address curriculum and instructional needs, and (3) organizational factors precluding opportunity for interaction.

Larson, Terry J. "Identification of Instructional Leadership Behaviors and the Impact of Their Implementation on Academic Achievement Effective Schools, High Achieving Schools." Ed D. The University of Colorado at Boulder, 1984, 193pp (463, 569-A)

The purpose of this study was to determine (1) the most important leadership behaviors, (2) the degree of implementation by the principal in high- and low-achieving schools, (3) the impact of these behaviors on student achievement in reading and mathematics. A literature survey produced a list of 44 instructional leadership behaviors, which was submitted to 10 nationally known experts. The resulting list of the 29 behaviors rated most important was sent to principals and teachers of high-achieving and low-achieving schools, who were asked to rate the degree to which each was implemented by the principal at their school site. The frequency of implementation was compared for high-achieving schools (HAS) vs low-achieving schools (LAS). The instructional leadership behaviors of principals most characteristic of HAS were identified. Major findings of this study were (1) teachers of HAS rated their principals as demonstrating instructional leadership behaviors significantly more often than did teachers of LAS, (2) no difference was found between mean implementation scores of HAS and LAS principals, (3) there was greater degree of discrepancy between principal and teacher scores in LAS, (4) ten of 29 instructional leadership behaviors were found to differ significantly in their frequency of implementation in HAS and LAS; and (5) six instructional leadership functions were identified and found to be implemented more frequently in HAS than LAS. Findings confirmed the literature suggesting the importance of instructional leadership behavior as an important influence on student achievement.

Evaluation of Supervision

Delorme, Teresa Germaine. "An Assessment of the Attitudes and Perceptions of Selected Elementary School Teachers Who Serve Native American Children Toward Instructional Supervision and Evaluation." Ed D. University of North Dakota, 1984, 164pp (456, 2324-A)

One hundred classroom teachers employed by Bureau of Indian Affairs schools and public schools in North Dakota serving concentrations of Native American children participated in a survey designed to assess teacher attitudes and perceptions toward current and ideal instructional supervision and staff evaluation processes. There were differences statistically significant at the .05 level when instructional supervision and evaluation processes were compared as follows: (1) current supervision to current evaluation, (2) ideal supervision to ideal evaluation, (3) current supervision to ideal supervision, and (4) current evaluation to ideal evaluation. Statistically significant differences were found when: (1) teacher attitudes toward ideal supervision and evaluation processes were compared on the basis of age, and (2) when teacher attitudes toward current supervision and evaluation processes were compared on the basis of school type. Major conclusions were: (1) teachers disagreed that current supervision and evaluation processes were conducted for the purpose of improving instruction, but agreed that ideally they should, (2) as age increased, teachers' attitudes toward ideal supervision and evaluation became less positive, and (3) teachers who worked in Bureau of Indian Affairs schools had a less positive attitude toward current supervision and evaluation processes than did teachers working in public schools.

Garvey, Catherine Anne. "An Assessment of the Perceptions of School District Supervisory Personnel Regarding Training for Inservice Education with Implications for the Development of a Training Program." Ph D. University of Southern California, 1983, 208pp (44-9, 2739A)

This study focused on staff development supervisory personnel in relation to inservice tasks and the concept of training for supervisors. The design was to generate data for determining: (1) the description and analysis of current practices and methods of staff development in selected school districts, (2) the identification of the major training components in each of these programs, (3) the knowledgeability of staff development personnel in training techniques and their effectiveness, (4) the extent to which staff development personnel were aware of research findings and contribution of the literature in relation to training methods, and (5) ways in which staff development personnel would increase their knowledge of training components. Questions addressed included (1) the degree to which those responsible for staff development programs were aware of key training components, (2) the extent to which staff development personnel utilized such knowledge in planning programs, (3) clarification of the reasons for this knowledge not being utilized, and (4) the extent of the need for staff development programmers to have more information on opportunity for training. A set of prepared questions were utilized in interviews with 35 district supervisors. Data were compiled, categorized, tabulated, and analyzed. Selected findings revealed that some districts had developed in ways that conformed with research on effective training methodologies. Findings further suggested that no formal preparation was provided, and the training was acquired through experience, university courses, workshops, and personnel effort. There was agreement on the need to train supervisors. Suggestions for content and delivery of a training program evolved, as well as recommendations for future research.

Townsend, David Gordon. "The First Year of Implementation of a New Policy of Teacher Supervision and Evaluation in Five Secondary Schools of Lethbridge School District No. 51." Ph.D. University of Oregon, 1984, 284pp (45:12, 3509-A).

The focus of this research was the implementation of a new policy of teacher supervision and evaluation in five secondary schools in Lethbridge, Alberta, Canada. Sixteen administrators and 107 teachers volunteered as participants. Surveys seeking their perceptions of Usual and Ideal Supervisory Behavior were administered during the year. Classrooms and conferences were observed, and interviews were conducted. Data analysis showed that changes occurring in supervisory behavior were perceived, the direction generally toward Ideal Supervisory Behavior. Other changes in supervisory behavior were improved conferencing and communication skills and increased confidence. Additionally, there were statistically significant differences on both surveys between teachers' and administrators' perceptions of Usual Supervisory Behavior. Teachers and supervisors identified the most beneficial and the least beneficial components of the new policy. Adaptations of the models of supervision and evaluation occurred. Teachers preferred a collegial, less direct style of supervision. Most participants were satisfied with the planning and development of the new policy, but less satisfied with their levels of readiness and the amount of training provided for the new policy. Supervisors wanted more direct district office involvement. Cycles of supervision observed later in the year focused on teachers' concerns and provided high levels of satisfaction for teachers and supervisors.

VIRGINIA MACAGNONI is Professor of Curriculum and Supervision, College of Education, University of Georgia, Athens, Georgia 30602.

MARY BEAR is Associate Professor and Director, Brenau School of Nursing, Gainesville, Georgia 30506.

MARY PHILLIPS is Graduate Assistant, Department of Curriculum and Supervision, College of Education, University of Georgia, Athens, Georgia 30602.

Abstracts of dissertations in Curriculum or in Supervision completed during 1984-85, but which do not appear in *Dissertation Abstracts International*, should be forwarded to Professor Dorothy Huenecke, Department of Curriculum and Instruction, Georgia State University, Atlanta, Georgia 30303, for possible inclusion in future listings in this *Journal*. Those appearing in *Dissertation Abstracts International* will automatically be reviewed.

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