

## ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1984

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### Supervising Tasks and Competencies

**Johns, Virginia Ernestine.** "An Analysis of Supervisory Tasks Performed in Elementary Schools" Ed.D. Temple University, 1984, 131 pp. (46/03-A:599).

This study sought to determine whether supervisors are performing according to the established "ideal" supervisory model. The participants—90 educational specialists assigned to the elementary schools in the Baltimore City Public School System—responded to a mailed questionnaire. The supervisors identified all six of the supervisory tasks considered important in the ideal model. (1) organizing for instruction, (2) evaluating instruction, (3) arranging for inservice education, (4) disseminating information, (5) providing materials, and (6) developing curriculum. Inexperienced and experienced supervisors did not differ significantly in the level of importance they attached to each of the six supervisory tasks. While supervisors rated organizing for instruction as the most important task, they spent more time on disseminating information than on any of the other five tasks.

The data did not support a conclusion that supervisors spend more time performing the task they rated as most important. Inexperienced supervisors, however, appeared to spend more time performing the tasks they considered desirable. The study found sufficient support that supervisors are performing the tasks outlined in the ideal supervisory model. But the amount of time supervisors spend performing the tasks is not congruent with the order of importance rated by the supervisors.

**Collier, Jacquelyn Lightsey.** "Competencies Needed for Instructional Supervisory Personnel in Florida School Districts as Perceived by Selected School Personnel" Ph.D. Florida State University, 1984, 244 pp. (46/01-A:58).

The purposes of this study were to determine the critical competencies needed by instructional supervisors as perceived by selected school personnel in Florida and to identify the competencies that the supervisors themselves emphasized. A list of 13 competency statements was identified through a review of the literature on (1) the expectations of supervision, (2) the role of the supervisor in Florida, (3) the development and identification of leadership competencies, (4) studies related to impact legislation, (5) Florida legislation passed from 1967 to 1984, and (6) question-answer responses acquired from administrative/supervisory personnel on legislation affecting the instructional program in the schools. This list was distributed to State Department of Education consultants, university professors, district administrative/supervisory personnel, and Teacher Education Center and inservice staff development directors. No overall differences emerged between the evaluation of the competencies and their perceived emphasis as indicated in the rank ordering.

**Madrazo, Gerardo, Jr.** "A Study of the Role Expectancy of the Science Supervisor in North Carolina as Perceived by Administrators, Teachers, College Science Educators, and Supervisors Themselves." Ph.D. The University of North Carolina at Chapel Hill, 1984, 156 pp. (45/04-A:1024).

This study examined the role expectations of the science supervisors in North Carolina as perceived by superintendents, principals, elementary teachers, secondary science teachers, college science educators, and supervisors themselves. The following questions were addressed: (1) To what extent did consensus for the role expectancy of the science supervisor differ within each group of superintendents, supervisors, principals, elementary teachers, secondary science teachers, and college science educators? (2) What were the attitudes of each group of respondents toward the need for a science supervisor at the systemwide level? (3) What were the implications for the role of the science supervisor in implementing science programs in North Carolina public schools as derived from responses of the six population samples? (4) How did the role expectancies of the science supervisor, as perceived by superintendents and supervisors surveyed during the 1980-81 school year, compare with those surveyed in 1983?

The Science Coordinator's Role Expectancy Questionnaire was completed by 541 educators. The results indicated no statistical differences among the six sample groups on the role expectancy of the science supervisor. Expectations of the role of the science "coordinator" as a "supervisor" suggested considerable differences in perception of the role by various groups of educators. The findings also indicated that the degree of consensus within each of the sample groups differed. However, 85 percent of the sample indicated a positive attitude toward the need for a science supervisor at the systemwide level. There were no significant differences in the perception of the role expectancy of the science supervisor within and between the groups of superintendents and supervisors surveyed in 1980-81 and those surveyed in 1983.

**Spicher, Kathleen Louise.** "The Development of an Instrument to Measure Essential Performance Functions of University Supervisors of Secondary Student Teachers." D.Ed. The Pennsylvania State University, 1984, 159 pp. (45/10-A:3064).

The purpose of this study was to establish essential performance functions that a university supervisor of secondary student teachers at The Pennsylvania State University should perform to be effective and consistent and to develop an instrument to evaluate these functions. Two data-gathering instruments were used. The first consisted of 96 items that professors, supervisors, principals, cooperating teachers, and student teachers identified as essential. A total of 521 educators were sampled in two runs at four teaching centers. The second instrument contained 35 items that were evaluated by professors, cooperating teachers, and supervisors. The study resulted in a 37-item instrument to be used in evaluating supervisors' effectiveness and consistency of job performance.

### Characteristics of Supervisors

**Mulligan, Kathleen.** "An Investigation into the Relationship between Supervision of Student Teachers and Day Care Center Cooperating Teachers." Ph.D. The Pennsylvania State University, 1984, 157 pp. (45/06-A:1630).

This study was designed to determine whether differences exist between day care center teachers who supervise student teachers and day care center teachers who do not supervise student teachers. The study investigated the two groups' attitudes about supervision and its relationship to self-concept, professionalism, job satisfaction, and the cooperating teacher role. The demographics of age, number of years married, number of children, years of teaching experience, and salary were also included in the study. The Day Care Cooperating Teachers Questionnaire, designed by the investigator for this study, and the Tennessee Self-Concept Scales were administered to 40 participants from 24 day care centers located in central and northeastern Pennsylvania. The following conclusions were drawn. Supervision was not related to self-concept, professionalism, or job satisfaction, the more professional, more experienced, and higher paid teachers were the most dissatisfied, nonsupervising teachers had a more positive view of supervision than the cooperating teachers, and cooperating teachers were married longer, worked longer, and earned more money than nonsupervising teachers.

**Davenport, Joan Dinorcia.** "An Analysis of Principals' Perceptions of Instructional Leadership Behavior." Ph.D. University of Pittsburgh, 1984, 200 pp. (46/03-A: 598).

This study examined principals' perceptions of their instructional leadership behaviors, their beliefs about instructional leadership, and the perceived effects of these behaviors. Research

questions explored in this study included the following: (1) How do principals perceive their behavior in the area of instructional leadership? (2) Why do principals believe they behave this way? (3) What perceived effects do principals believe they are having as a result of this behavior? Data from eight semistructured interviews with elementary school principals from two school districts were used to formulate generalizations.

The following major findings emerged from an analysis of the data: (1) Both male and female principals have clear, but idiosyncratic, definitions of the concept of instructional leadership. (2) A connection seems to exist between the principals' instructional leadership behaviors and their perceived beliefs about their actions. (3) Behaviors associated with instructional leadership account for, at most, 50 percent of the principals' time. (4) Principals feel responsible for the success of the instructional program in their schools. (5) Instructional leadership implies learned behaviors. (6) Instructional leadership is shaped by personal beliefs, characteristics, and personality. (7) Principals believe that student achievement is related to instructional leadership.

### Supervisor Preparation

**Heath, Rachael Ann Rinker.** "A Formative Evaluation Study of the Efficacy and the Use of the Pennsylvania Certificate: Supervisor of Curriculum and Instruction N-12." Ph.D. The Pennsylvania State University, 1984, 137 pp. (45/10-A: 3060).

The purpose of this study was to provide formative evaluative data on Pennsylvania's Supervisor of Curriculum and Instruction Certificate N-12. Two groups of certified curriculum leaders in the Pennsylvania public schools were surveyed: those who had successfully completed an approved program in curriculum at one of the six higher education institutions offering approved curriculum and instruction programs, and those who had received the Curriculum and Instruction Certificate through credential evaluation at the Pennsylvania Bureau of Teacher Certification.

The results of this study indicated that, in 1984, relatively few educators with Curriculum and Instruction Certificates held curriculum positions in the Pennsylvania public schools and that the job status of these certificate holders was not as intended when the certificate was created in 1975. Also, the two groups—certificate holders who had completed approved programs and those who had received their certificates through credential evaluation at the Bureau of Teacher Certification—displayed no significant differences in their perceptions of their competencies in curriculum skill areas. However, there were differences in academic coursework and on-the-job experiences in the 1984 groups (approved programs and credentialed) versus a comparable 1974 group of curriculum leaders. Both 1984 groups demonstrated stronger academic and field experience preparation than the 1974 group. The results of this study pointed to vast differences in approved program requirements among the six sponsoring higher education institutions.

### Approaches to Supervision

**Blair, Verla Rancy.** "Peer Observation as a Means of Changing Teacher Effectiveness Behaviors." Ed.D. The University of Florida, 1984, 200 pp. (45/07-A:1970).

Because of the discrepancy between the need for instructional supervision and the availability of supervisory personnel, the investigator studied alternative methods of providing teachers with the technical and psychological support needed for school improvement. The purpose of this study was to determine whether trained inservice teachers who observed the classroom teaching behaviors of peers with an objective, low-inference, direct-observation system (COKER) would be motivated to modify their own teaching behaviors. The sample was composed of 52 teachers from two middle-class elementary schools in a central Florida school district.

The treatment group consisted of 12 classroom teachers, voluntarily trained in the use of COKER, Classroom Observations Keyed for Effectiveness Research. The control group consisted of 40 teachers not trained in the use of COKER. Pretreatment data were obtained from the control group's observations of the treatment group's classroom teaching. Treatment data were obtained from the treatment group's observations of the control group. Posttreatment data were collected about 18 weeks after the pretreatment data. After treatment, a statistically significant difference existed between observers and nonobservers; also, teachers who observed their peers using COKER did change their own classroom teaching behavior.

**Ruck, Carolyn Lisbeth Betts.** "Cold War Revisited: The Use of Performance Goals in the Teacher Evaluation Process in Oregon." D.Ed. University of Oregon, 1984, 259 pp. (45/07-A:1979).

This descriptive study examined the experiences and attitudes of principals, teachers, and selected experts regarding the use of performance goals as a part of the teacher evaluation process mandated by Oregon Revised Statute 342.850. The investigation focused on the extent to which the law was being implemented throughout the state, the attitudes of practitioners toward the process, the legal implications of goal setting, and factors that were perceived to contribute to or inhibit the effectiveness of a goal-based teacher evaluation system. Questionnaires were administered to about 1 out of every 45 teachers and 1 out of every 7 principals in Oregon, a sample representative of the demographic patterns of the school populations. Experts from governmental and professional agencies and from Oregon law firms were also interviewed.

The results of this study showed that most districts have a board-adopted evaluation policy and require annual written goals. However, job descriptions and performance standards, particularly those for specific teaching assignments, were not commonly used in formulation goals. Teachers and principals differed in their perceptions of the value of goals and in the types of goals being written. Teachers were often unaware of particular mandates being implemented in their district. Voluntary comments from teachers and principals indicated that the attitudes of districts and supervisors toward the evaluation process are key to effective evaluation. Experts also identified as an important contributing factor the existence of a cooperatively developed district evaluation plan that is continuously communicated and consistently followed. The study's conclusions indicated a need to educate teachers about mandated requirements and to provide further training for both teachers and principals in using job descriptions, performance standards, and goals. According to the study, the basic legislation outlines an effective evaluation system, but implementation of goal setting suffers from a lack of clarification, communication, or emphasis.

**Mosenthal, Scott Waters.** "The Design and Implementation of a Peer Supervision Course at the High School Level." Ed.D. Columbia University Teachers College, 1984, 137 pp. (45/02-A:402).

The purpose of this study was to design and implement a collegial supervision program at the high school level, based on the stated needs of the participants. The program was not designed to supplant the existing supervision/evaluation process but to serve as an adjunct program. Seven of 35 teachers volunteered for the program and were granted two inservice credits by the school district. The project was conceived as a two-part program. In Phase 1, the researcher taught a course on supervision consisting of 8 one-hour classes held after school. The curriculum was based on discussions of various supervisory models, reviews of observation techniques, videotapes of the participants teaching, and group conferences after viewing the tapes. In Phase 2, peers paired voluntarily adapted a series of four observation/conference cycles. After two cycles, the pairs had the option of splitting into new pairs for the remaining two cycles. Group discussion sessions were held after two cycles and again at the end of the program. The data were collected from pretest and posttest questionnaires, participants' observation notes and logs, and tapes of the conferences. The results indicated that the program succeeded, at least modestly. The participants reported that they thought favorably of the course and believed it had improved their teaching and their attitudes toward supervision. Also, the findings indicated that a sense of collegiality developed among the participants.

**Schusterreit, Roger Clinton.** "A Pilot Study of a Classroom Observation System Designed and Developed for Instructional Improvements." Ed.D. Texas A&M University, 1984, 57 pp. (45/09-A:2748).

The purpose of this study was to pilot-test the Instructional Events Observation System (IEOS), an instrument designed to provide data that can be analyzed so that educators can make decisions on instructional improvement. The IEOS is based on Gagne's theory of instruction and was designed to provide systematic classroom observation for any subject or grade level. After six hours of training, two volunteers observed a class using the IEOS. Interobserver reliability between the developer and each volunteer exceeded the predetermined minimum of .65 for the overall instrument and thus established the reliability of the observer system.

When the IEOS was used under field conditions, the teacher being observed responded positively about the experience. The investigator recommended that further research consider (1) conducting a field test of the IEOS at various grade levels and types of institutions to determine

the generalizability of this study's conclusions, (2) studying how training teachers in the IEOS might affect their teaching, (3) determining the feasibility in terms of time and expense versus the outcomes of using the IEOS to train supervisors, and (4) exploring the potential of the IEOS for use as a classroom research instrument.

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Gortner, Ruud J., ed. *Views on Core Curriculum*. Enschede, the Netherlands: National Institute for Curriculum Development (SLO), 1986. 224 pp. \$12.00.

This is a collection of papers from the 1985 international seminar on core curriculum held in Enschede and cosponsored by ASCD and SLO. It includes papers by John Goodlad and Gordon Cawelti of the U.S., Dennis Kallen of France, Karl Frey of Germany, Malcolm Skilbeck of Australia, and Kenneth Leithwood of Canada. It also contains brief descriptions of core curriculum in 11 European and American countries. Available in the U.S. from ASCD by prepayment.

Spodek, Bernard, ed. *Today's Kindergarten: Exploring the Knowledge Base, Expanding the Curriculum*. New York: Teachers College Press, 1986. 154 pp. \$13.95, \$19.95.

This volume presents the research knowledge that should be addressed in formulating curriculum policies and programs for kindergarten education. Eight writers review this research: Zimiles on the contemporary social context for early education, Garcia on the education of bilingual children, Spodek on varying conceptions of knowledge as the basis for content selection, Mason on reading, Kamii on cognitive learning and development, Saracho on play, Moore on socialization, and Spodek on using this research base wisely and justly.

*Teacher Development in Schools*. A Report to the Ford Foundation. New York: Academy for Educational Development, 1985. 63 pp. \$6.50.

Four phases of teacher development are highlighted as bases for professional growth: career orientation and clinical training, coping to understand, generalized pedagogy, and differentiated pedagogy. This report asserts that collegiality-interaction among teachers and mentor-teachers are two important sources of improvement of instruction and draws conclusions from Ford Foundation studies.

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