

ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1985

DOROTHY HUENECKE, *Georgia State University*

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

Supervisory Practices

Hoffman, Alan S. "Content Analysis of High School Instructional Process Supervision." Ed.D. Boston University, 1985. 89 pp. (46/06-A:1499)

In this study, eight supervisors of four high school subject areas participated in a pilot program in which they learned how to focus on teachers' control of information during a class discussion. Data on the program's effectiveness on the supervisors' practice were collected through written reports. The analysis revealed a 60 percent increase in the number of instructional control comments after the training and a 118 percent increase in recovering information comments. No significant differences were found between subject areas. This program shows promise as a way to improve the observation of instruction.

Padilla-Hajjar, Ramona. "A District-Wide Program of Induction for Beginning Teachers in Large, Urban School Districts in Texas." Ph.D. The University of Texas at Austin, 1985. 154 pp. (46/10-A:2909)

In this study, an inservice program of induction for new elementary school teachers was designed. The study seeks to provide beginning teachers and their supervisors with (1) an inservice program specific to the needs of new teachers, (2) a variety of ways to acquire additional skills and knowledge, and (3) an approach to clinical supervision that would support the inservice program. Based on an extensive literature review and the concerns-based adoption model, the author presents guidelines to help others develop induction programs.

Crist, John Pote, IV. "The Effect of Direct Supervisory Administrator Help on Teachers Involved in Self-Directed Staff Development." Ph.D. Kansas State University, 1985. 190 pp. (46/09-A:2540).

This study examines the effects of a teacher self-assessment program on teachers' instructional behavior. It also examines whether the principal's involvement increased the program's usefulness. Thirty-two elementary teachers were divided into three groups: One group received training in four steps of the program, one group received additional help and encouragement from the principal, and the third group received no treatment. Data were gathered from a 40-item questionnaire and a 30-minute videotape of each participant. The findings revealed, in part, that the involvement of the principal contributed toward teachers' increased use of self-help strategies. The study indicates that teachers involved in the program used a more indirect style of teaching that built in students' ideas and feelings.

Bowers, Bobby Joe. "A Study of Principals' Supervisory Methods and Emphases in Tennessee School Systems." Ed.D. East Tennessee State University, 1985. 108 pp. (47/01-A:29)

In this study, 300 principals were surveyed to determine whether their supervisory practices differed in systems where the superintendent is appointed rather than elected. Three areas of

supervision were examined. initiation, group participation, and supervisory initiation. No significant differences were found in these respects between the two types of superintendents.

Abadie, Philip Dana. "A Study of Interpersonal Communication Processes in the Supervision of Counseling." Ph.D. Kansas State University, 1985. 118 pp. (47/01-A:25)

This study used four videotaped supervision interviews to examine distinct features of communication that occur in the supervision of counseling Pennan's manifest clarification was used to code the tapes. Both people in the interviews used several categories uniformly—for example, the exchange of factual information. Differences were found in the way people try to maintain the normative routine of the interviews. The author concluded that the interviews revealed a shared focus on evaluation and acceptance of evaluation, although differences occurred because of the supervisor's and the counselor's level of involvement.

Roberts, Donald Lloyd. "The Use of Naturalistic Inquiry Methodologies to Analyze and Describe the Process of Clinical Supervision as Practiced by a Central Pennsylvania School System." D. Ed. The Pennsylvania State University, 1985. 206 pp. (47/01-A:74)

To describe and analyze the design and implementation of a new supervision model over a three-year period, the researcher served as both a participant and an observer to collect data on the use of participant observation, focused interviews, questionnaires, and document analysis. The study found that teachers viewed clinical supervision as a desirable alternative to the traditional model, several features of clinical supervision were especially noteworthy: an acceptance of teacher-identified problems and cooperative decision making. Although Roberts deemed the clinical supervision model a success in this setting, he cautioned that it would not necessarily be as effective in another setting because it is so dependent on the personnel involved.

Blachford, Charles Daniel. "Supervisor-Staff Relations in Total Care Facilities. The Effect of Machiavellianism." Ed.D. Rutgers University, 1985. 101 pp. (47/05-A:1540).

This study examines the relationship between Machiavellian orientation and administrative behaviors of 54 supervisors of total care facilities for retarded and psychiatric patients and the perceptions of 433 of their teachers. The major instrumentation was Christie's Mach IV instrument, the Leadership Descriptive Behavior Questionnaire, Hoy and William's Loyalty Measure, Hoy's Leadership Effectiveness Measure, and Archer and Hays's Participation in Decision Making Index. No significant positive relationships were found between the directors' degree of Machiavellian behavior and teacher perceptions of such factors as consideration, loyalty, and effectiveness.

Perceptions and Attitudes

Briggs, Allen Davis. "Teachers' and Administrators' Perceptions of Clinical Supervision." Ed.D. Northern Arizona University, 1985. 131 pp. (46/06-A:1494).

The implementation of the Instructional Training Company's clinical supervision program was assessed in nine Arizona school districts in this study. Questionnaires were sent to randomly selected educators who had been trained in the system. Items were included to assess participants' perceptions of (1) their knowledge of the system, (2) the degree of implementation in their district, (3) the improvement of instruction, and (4) the organizational system in which the participants worked. Responses regarding all four areas were positive. The author recommended that all personnel be aware of the intent of such a program and that teachers receive training in the system before its use.

Southard, Kenneth Edward. "High School Principals' Perceptions of the Effectiveness of the Superintendent, Job Satisfaction, and Satisfaction with the Superintendent's Supervisory Skills." Ed.D. The University of Missouri—Columbia, 1985. 130 pp. (47/03-A:746)

This study seeks to determine whether five styles of leadership—delegation, direction, consultation, negotiation, and participation—were associated with high school principals' perceptions of several factors, including satisfaction with supervision. To obtain data, the Bass-Valenzuela Profile Questionnaire was administered to 100 Missouri superintendents and their high school principals. The author found that only negotiation was a leadership style not significantly correlated with satisfaction with supervision. Both principals and superintendents saw a relationship between job satisfaction, satisfaction with supervision, and job effectiveness.

Lowrey, Perrin H. "Teachers' Attitudes Toward the Evaluation Process." Ed.D. University of Southern Mississippi, 1985. 111 pp. (47/03-A:738)

Two groups of teachers in this study were used to examine attitudes toward supervision and the relation of demographic data to different types of supervision. One group received a treatment that involved pre-observation, observation, and a post-conference; the control group received unannounced observations. An analysis of the Teacher Attitude Instrument revealed no significant treatment effects. The only demographic feature that yielded a significant positive correlation was years of teaching experience. The author concluded that teachers' attitudes toward the evaluation process were not influenced by the pre-conference-observation-post-conference model.

Strong, Virginia Wilkerson. "The Role of the Special Education Supervisor as Perceived by Superintendents and Supervisors. Presently and Ideally." Ph.D. Ohio University, 1985. 536 pp (47/02-A:410).

This study examines whether a discrepancy exists between superintendents' and special education supervisors' perceptions of actual and ideal supervisors' tasks. The questionnaire responses of 204 superintendents and supervisors yielded the following: (1) Superintendents tended to underestimate supervisors' direct involvement with teachers and programs, but they tended to overestimate their involvement with individuals and agencies outside of the classroom; (2) many superintendents said they did not know what the supervisors did, and 25 gave the questionnaire to someone else to answer; and (3) both supervisors and superintendents believed the supervisors should be more involved in virtually all the tasks identified.

Vaughn, Leroy S. "The Impact of a Training Program on the Self-Perceptions and Supervisory Perceptions of Substitute Teachers." Ed.D. University of Bridgeport, 1985. 154 pp. (47/02-A:383).

In 1983-84, the Norwalk, Connecticut, public schools and the University of Bridgeport held a training program for intern substitute teachers. To examine its effectiveness, the Self-Perception Inventory was administered to 30 intern substitute and 35 regular substitute teachers at the beginning and end of the program. Principals and supervisors also responded to the Teaching-Rating Inventory about the substitutes. The author found that a change occurred in intern substitutes' perceptions of themselves over the course of the training program and that at the end of the program intern substitutes were viewed more positively than regular substitutes. The author concluded that the working relationship between principals and substitute teachers is a major factor in the substitute teacher's effectiveness.

Ndagijimana, Emmanuel. "Conceptualization of a School Supervisory Model and Assessment of Rwandan Educators' Perceptions for Its Implementation for the State of Rwanda." Ph.D. Ohio University, 1985. 216 pp. (46/08-A:2180).

The major purposes of this study were to develop and administer a questionnaire to determine Rwandan educators' perceptions of current and ideal supervisory practices and to examine what might hinder the implementation of a more democratic supervisory model. Teachers and supervisors of 30 school counties randomly sampled from all 10 Rwandan school districts were administered the questionnaire, which consisted of items identifying supervising practices. The author found that both teachers and supervisors believed only some of the identified supervisory practices were currently being implemented; even though all the practices were desirable. Both groups favored a more participatory supervisory style over an authoritarian one and indicated support for implementing such a system.

Use of Supervision

Calhoun, Emily F. "Relationship of Elementary School Teachers' Conceptual Level to the Utilization of Supervisory Services and the Classroom Instructional Environment." Ed.D. University of Georgia, 1985. 367 pp. (46/07-A:1822).

This study seeks to determine the conceptual levels of elementary teachers and whether a relationship exists between the conceptual levels of 52 elementary teachers and (1) their use of supervisory services and (2) the instructional environments created by the teachers. The Paragraph Completion Method was used to measure conceptual level; questionnaires, interviews, and classroom observations provided the other data. The author found that the frequency of higher cognitive level interaction was related to conceptual level. There were few significant correlations between conceptual level and a number of specific supervisory items. There was a significant correlation, however, between quantity and the amount of time engaged in informal professional development activities and conceptual level.

Supervisor Preparation

Chanuanjit, Arom. "Design and Development of a Syllabus for Use in a Course in Supervision of Education in Thailand." Ed.D. University of Kansas, 1985. 208 pp. (47/02-A398).

The purpose of this study was to develop a syllabus for a graduate course in supervision at Rankhamhaeng University in Bangkok, Thailand. Based on a review of literature and an analysis of supervision textbooks, a questionnaire was sent to 24 Thai educators to test the validity of the course's proposed goals. Based on their responses, instructional goals, a suggested course sequence, and learning activities were developed for the course. From these, each course instructor can derive specific behavioral objectives and evaluation activities. The dissertation includes the syllabus and handbooks for both teacher and students as well as suggested readings.

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

English, Fenwick W. *Curriculum Management for Schools, Colleges, Business.* Springfield, Ill.: Charles C. Thomas, 1987. 306 pp. \$44.75.

This comprehensive text defines curriculum as a controlling work schedule operating in an organizational structure that is taken for granted. English defines the control of quality (of teaching skills, of curriculum implementation, of supervisory monitoring, and of assessment feedback) as a process, and he provides an assortment of tools, including curriculum validation, curriculum alignment, curriculum mapping, and curriculum auditing. The book gives dialogue, activities, and numerous practical procedures for each topic covered.

Ornstein, Allan C., and Francis P. Hunkins. *Curriculum. Foundations, Principles, and Issues.* Englewood Cliffs, NJ: Prentice-Hall, 1988. 348 pp. \$32.00

This comprehensive, synoptic text thoroughly covers the fields of curriculum, both present and past. In well-documented fashion, it summarizes the literature on what we know about foundations, principles, and issues of curriculum. The first section deals with philosophical, historical, psychological, and social foundations. Curriculum aims, design, development, implementation, and evaluation are treated in the second section. The final section deals with curriculum theory, issues and trends, and future directions for curriculum.

Hall, Gene E., and Shirley M. Hord. *Change in Schools: Facilitating the Process.* Albany: State University of New York Press, 1987. 393 pp. \$14.95.

Hall and Hord discuss the implications for school principals and other instructional leaders of nearly 15 years of research on the change process in schools. The concerns-based adoption model (CBAM) forms the conceptual framework for this workable approach to facilitating change. Concepts and procedures related to the stages of concern, levels of use, and innovation configurations are presented in clear, practical terms. Incident interventions, which are considered the keys to successful change, are described in the context of a district intervention game plan. Facilitator styles of the principal and incident interventions of the *consigliere* (a second change facilitator) are compared and contrasted. The book ends with a case report of how the approach works in a particular setting and how further research may add to our knowledge of the change process in schools.

Copyright © 1988 by the Association for Supervision and Curriculum Development. All rights reserved.