ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1987

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Perceptions of Supervision


The purpose of this study was to determine the relationship between the skills needed for supervision and the actual supervision going on in the schools. Two questionnaires were administered to teachers and principals: one identified supervision skills, and the other sought to determine actual supervision practices. The data analysis revealed general agreement between principals and teachers about desirable supervision skills. They disagreed, however, about how much these skills were used. Further, supervision of reduced quality occurred in the lowest socioeconomic areas.


This study examined the relationships between secondary principals' perceptions of their supervisory behaviors and teachers' perceptions of and preferences for such behavior. A random sample of 70 principals was selected, and 4 teachers for each principal were randomly selected from the subject areas of math, language, social studies, and science. Usable responses from the Supervisory Approach Questionnaire were obtained from 66 principals and 222 teachers. The data analysis indicated that 75 percent of the teachers preferred collaborative behavior; this trend increased with teacher experience and degree level. The principals saw themselves as more collaborative than the teachers did. The principals used some supervisory behaviors that the teachers did not favor.


This study used a questionnaire to collect data on the views of 363 randomly selected supervisors about their actual and ideal time allocated for various supervisory tasks. The data from the 220 respondents indicated significant differences in the ideal and actual time allotted for developing curriculums, evaluating programs, providing resources, disseminating information, giving instructional leadership, and performing administrative duties. The author concludes that supervisors spend more time on administrative duties than they would like.


This study of actual and preferred supervisory practices considered factors of gender, age, years of experience, and level of education. From 14 secondary schools, 83 teachers responded to a Likert-type questionnaire designed for this study. The data analysis indicated that teachers
aged 36 to 41 were the most negative about actual supervisory practices. Teachers aged 30 to 35 perceived the highest mean difference between preferred and actual practices; teachers older than 53 perceived the lowest mean difference. On the average, female teachers saw a greater difference between the preferred and actual, as did teachers with 2 to 4 years of experience.


A questionnaire was mailed to 825 teachers and 32 principals in 10 school districts to obtain teachers' and principals' perceptions of the principal's instructional supervisory role. Both principals and teachers thought the principal was reasonably helpful in bringing about instructional improvement. The author recommends that principals continue to improve their professional qualifications and supervisory skills.


In this study, the Critical Incident Technique was used to gather data from 400 Texas elementary and secondary teachers. Based on a chi-square analysis, the study found that teachers' perceptions of supervisory behavior were influenced by teaching level when they were asked to identify ineffective practices, by formal education and years of experience when they were asked to identify effective behaviors, and by gender when they were asked to identify both effective and ineffective supervisory behaviors.

The Relationship of Supervision to Other Factors


This study examined clinical supervisory behaviors in general and three specific behaviors in particular (pre-conference behaviors, observation and data-gathering techniques, and post-conference behaviors) in relation to principals' leadership style. Two instruments were used for data collection from 37 elementary principals. Hersey and Blanchard's Leader Effectiveness and Adaptability Description questionnaire and Shinn's Clinical Supervisory Behavior questionnaire. The data analysis indicated no significant difference in the overall use of clinical supervision behaviors and leadership style. The principals perceived that they used clinical supervisory behaviors overall to a moderate degree.


More than 3,000 teachers in 43 Pennsylvania school districts participated in this study to determine whether teachers identify that supervisory practices contribute to their instructional improvement. From the Survey of Supervisory Practices, the investigator selected 16 items for analysis. In general, the teachers indicated that they did find those practices helpful. Teachers' perceptions of useful supervisory practices tended to vary by grade level but not by sex.


The purpose of this study was to examine the relationship between teachers' levels of professionalization and their perceptions of post-observation conferences. Two instruments were used on 168 Mississippi teachers: the Professional Inventory and the Supervisory Conference Rating Scale. The results indicated no significant correlation between the teachers' levels of professionalization and their attitudes toward post-observation conferences. Specific items on the Professional Inventory, however, did relate significantly to attitudes about the post-observation conference.


More than 500 teachers were initially surveyed using two instruments: the Productivity Environmental Preference Survey and the Supervisor Rating Form. Also, the supervisors completed the Productivity Environmental Preference Survey and then evaluated their teachers using
the Classroom Observation Record. Authority-oriented teachers scored highest on the Expertness, Trustworthiness, and Attractiveness scales; colleague-oriented supervisors scored highest also on Trustworthiness and Attractiveness. The teachers and supervisors, therefore, tended to favor the same teaching and supervisory styles.


In this study, more than 500 resource teachers in Maine were surveyed about the supervisory practices of their school administrators, their expectation of attaining professional outcomes through effort (sense of efficacy), and the relationship between the two. The findings revealed that the teachers received little if any supervision. If they did receive supervision, the teachers perceived it to be helpful in direct proportion to the amount they received. A sense of efficacy was related directly to years of experience and degree level.


Two supervisory methods were examined in this study. Hunter's clinical supervision involving specific diagnostic and prescriptive feedback in one of five types of conferences and traditional supervision involving feedback based on an evaluative instrument. Four supervisors each supervised two groups of teachers using one of the methods on each group. Pre- and post-test data were collected from the LSU Teacher Concept Scale. The data analysis indicated that the supervisory approaches had no significant effect on the participants' self-concept, either as teachers or as persons. A significant gain, however, was revealed from pre- to post-test in self-concept as a teacher in the group receiving traditional supervision.


Nine elementary principals who said they used clinical supervisory techniques and 94 of their teachers were administered three instruments in this study: the Survey Assessment of Teacher Supervision, the Leader Authenticity Scale, and the Assessment of Supervision Outcomes. A multivariate analysis of the data revealed significant relationships among perceived quality of supervision, perceived authenticity, and perceived outcomes. For example, when the quality of supervision was high, the perceived authenticity and perceived outcomes of supervision were high. Conversely, when the perceived quality of supervision was low, the perceived authenticity and perceived outcomes of supervision were low.

Supervisory Training


To study the effects of the Supervisory Training Model on secondary physical education teachers working with student teachers, 12 physical education teachers were evaluated on the basis of the students' daily logs, weekly wrap-up reports, and supervision conferences. The data analysis indicated that the program was effective. Those who were trained in the program gave more substantive feedback, provided more supervisory intervention, and were less controlling and more indirect and on task than those who had not gone through the program.


This study used videotaped conferences of four principals to assess the Supervision in Education training program. Four aspects of the conference were assessed, including use of time and quality of talk as either hierarchical or collegial. The principals talked less in all after the training, and they increased their collegial talk while decreasing their hierarchical talk.

To assess an observation instrument with a structured and an unstructured part, 90 Baltimore elementary supervisors observed six videotaped reading lessons. They checked behaviors they observed in the structured part of the instrument and made open-ended comments on the unstructured portion. Without training, the supervisors noted more behaviors from the tape on the structured part of the instrument than on the unstructured part. The author recommends that supervisors use structured instruments and that they be trained in a variety of these instruments, including some that involve higher levels of thinking.


This study surveyed 395 principals who participated in a 36-hour training session in developmental supervision and instructional leadership about their attitudes toward this type of supervision. They also reported about their supervisory conferencing and interpersonal skills, their ideas about factors that would prevent them from using developmental supervision, and the benefits of the training. In general, the principals viewed developmental supervision favorably.


In this study, an analysis of supervision models identified skills and competencies for the emerging role of supervisor in the West Bank. Criteria for the models were based in part on literature of cross-cultural adaptation. The author includes a proposal for preparing supervisors trained in the new model.


Because special education teachers are generally supervised using processes applied to regular classroom teaching, this study sought to develop a more relevant process for supervising special education teachers. The investigator reviewed supervision literature, searching for common elements related to instructional skills, communication skills, and professional knowledge. She developed a process with corresponding forms that she then submitted to a panel of experts. A revised process was used with 10 special education teachers in the areas of learning disabilities, educable mentally handicapped, and emotionally disturbed. Instruction improved during the process, and the teachers reacted favorably to it.

Miscellaneous


An investigation of the supervision of principals in Alberta, Canada, used questionnaires, interviews, and written documentation from 315 principals and 91 supervisors. The findings indicated that most principals were satisfied with the quality and quantity of supervision they received. For most respondents, the major purpose of supervision is to improve principals, although the type of supervision being used generally does not encourage growth or improvement. The author concludes that no model of supervision is best for all situations.


This descriptive study examined the assistance of county office personnel in 29 county offices as they certified supervisory competence in 199 California school districts. Partial findings from two survey instruments indicated that the county offices helped school districts directly and referred them to other resources; the most frequently used services of county offices were supervision, information dissemination, policy development, and staff development activities. Elementary, small, and rural school districts most frequently used the county offices' supervisory services.


In this study, data were collected from 43 principals using the Survey of Principals' Supervisory Practices. On the basis of the responses, the principals were classified as clinical or nonclinical...
supervisors. Also, 197 teachers randomly selected responded to the Supervisory Practices Survey and the Stanford Teacher Competence Appraisal Guide. The findings indicated that teachers whose supervisors took a clinical approach were more satisfied with supervision than those supervised in other ways. Clinical supervision appeared more effective than nonclinical supervision.


This study hypothesized that student teachers' perceptions of the productivity of the supervisory conference is related to both the college supervisor’s communication style and the student teacher's level of desired autonomy. More than 200 student teachers answered surveys; 142 student teachers (61% return rate) returned usable surveys. Both the supervisor’s communication style and the student teacher's level of desired autonomy were statistically significant. The interaction effect, however, had no statistical significance; thus, the contingency model itself was not supported.

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This book offers a way of rethinking the relationship among critical pedagogy, cultural diversity, and public life. Education in critical literacy provides the knowledge, skills, and historical understanding necessary for citizens to exercise their public leadership responsibly in a democracy. The authors show how students begin this process by becoming self-reflective about particular spheres of popular culture.


Oja and Smulyan present a multidimensional report on a three-year collaborative Action Research on Change in Schools project. They illustrate the use of group process, adult developmental stages, and role or leadership theories as bases for analysis.


In this edited volume, four writers address cultural and historical perspectives in curriculum research. Seven writers describe and illustrate methodological alternatives. Grumet (phenomenology), Olsen (critical), Beattie (action), Weiss (evaluation), Thiessen (personal construct theory), Butt (biography), and Milburn (life histories).