ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1988

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Clinical Supervision


In this study, the author examined the use of clinical supervision with student teachers in the 14 universities whose education deans were members of the Holmes Group Steering Committee. An analysis of the survey data revealed that supervisors with doctorates in various areas widely used clinical supervision. Both the number of student teachers assigned to supervisors and the extent of their training in clinical supervision significantly related to how many steps of the clinical supervision model the supervisors used.


This study surveyed principals in three Pennsylvania school districts who had committed to clinical supervision for at least three years about their actual practices. In each district, an upper level administrator had initiated the process of clinical supervision. Questionnaire responses indicated that the principals' actual practice involved two steps rather than the five originally outlined by Goldhammer. Although labeled clinical supervision, in practice the supervision consisted of only a classroom observation and a post-observation conference. The participants reported satisfaction with their model and saw no need to change it.


This study surveyed 6 supervisors and 66 teachers about their perceptions of the relationship between clinical supervision and situational leadership. Based on the responses, the author developed a process to improve instruction by improving clinical supervision. Teachers' experience with a given supervisor, but the supervisor's years of experience, influenced teachers' perceptions of clinical supervision. Both teachers and supervisors valued the use of a variety of leadership styles by the supervisor. The author included a programmatic process for improving clinical supervision.


This study formulated four questions to determine the use of clinical supervision in Colorado elementary schools. (1) How common is the use of clinical supervision? (2) What elements of the clinical supervision model are used? (3) Do principals and teachers perceive its use to the
same extent? (4) How much time is given to clinical supervision? The author surveyed more than 200 principals and 200 teachers and found that more than two-thirds of the principals reported using clinical supervision, the opening conference was the most frequently used element, the most common observation technique was the verbatim verbal and general behavior notes, and there was some disagreement about the extent of its use. Both teachers and principals spent more than 3 hours in each observation cycle. Principals averaged 151 hours a year on supervision.

**Supervisory Training and Assessment**


In this study, the author examined programs of professional preparation, job descriptions, and practicing supervisors' views to determine whether the training of special education supervisors was appropriate for their job responsibilities. The author classified the tasks in the preparation programs and the job descriptions into 10 categories and then rank-ordered them according to their frequency of occurrence. Supervisors indicated on a survey whether items in the categories were important for supervisory preparation and supervisory responsibilities. The data analysis indicated that the supervisory job description did not adequately reflect the reality of developing and implementing policy, managing fiscal affairs, and providing instructional materials. The author included suggestions for additional areas and emphases in preparation programs.


The author of this study developed a 65-item instrument to assess principals' effectiveness in evaluation conferences. The instrument was developed from a review of the literature and practitioners' views and included six factors: (1) diagnosis, identifying teaching behaviors and strategies; (2) focus, directing growth; (3) communication, building trust and empathy; (4) orientation, directing the conference; (5) documentation, relating to references for the feedback; and (6) environment, dealing with the physical setting of the conference.

**Strike, Christine Alice.** "Supervisors' Implementation of Trained Information regarding Broad Questioning and Discussion of Supervision during Their Supervisory Conferences in Speech-Language Pathology." Ph.D. Indiana University, 1988. 214 pp. (49/09-B:3710).

In this study, speech-language pathology clinical supervisors received training in a program designed to increase the time supervision was a topic in the post-observation conference and to increase the use of broad questions in the conference. The proportion of time devoted to a supervision discussion measured the first variable, and Cunningham's classification of questions measured the second variable. The author used tapes of conferences to collect data. Both aspects of the supervisory conference increased after training. The two were independent of each other and increased regardless of their order of presentation in the training.

**Supervisory Effectiveness**


Principals' supervisory actions with ineffective teachers formed the focus of this research. Administrators from 26 school districts in Washington State took part. Based on data collected about 102 ineffective teachers, the author discovered that discipline and management was a problem in about 88 percent of the cases, and instructional skills and preparation problems occurred in 72 percent of the cases. The analysis indicated that principals' supervisory actions do make a difference in what happens to ineffective teachers. Principals were least successful with teachers who had problems in relationships with students, staff, or patrons. Supervision that focused on the acquisition of needed knowledge and skills helped inexperienced teachers improve.


The author of this study sent questionnaires about the relation between supervisory tasks and student achievement to 46 districtwide instructional supervisors for 33 Pennsylvania school
districts. The questionnaires classified supervisory tasks into six categories: classroom observations, teacher conferences, curriculum development, staffing, inservice programs, and instructional research. The Pennsylvania Educational Quality Assessment Inventory measured student achievement in 14 areas. The only significant positive relation identified was between supervisory time spent in curriculum development and student achievement. Curriculum development was the best predictor of student achievement in 8 out of 14 areas. An inverse relation between time spent on staffing and student achievement was found, when the time supervisors spent on staffing decreased, students' cognitive scores increased.


Student performance in grades 3 through 6 was the criterion measure in this investigation of how different types of teacher supervision affects students. Supervisors of teachers in the treatment group were trained in clinical supervision and Hunter's model. Supervisors of teachers in the control group were not trained in either model. The treatment group had 210 students; the control group, 131. Reading and mathematics tests from the New York State Pupil Evaluation Program revealed significant differences in reading, school district tests indicated significant differences in both reading and mathematics.


This study focused on post-observation conferences used in the Missouri Performance-based Teacher Evaluation process. Two surveys given to 39 pairs of elementary teachers and their supervisors determined whether 4 elements of a helping relationship and 12 steps of conferencing were generally present in the post-observation conference. Overall, teachers and supervisors agreed in their perceptions of the conferences, although they did not agree on what dimensions made up satisfactory conferences. For both teachers and supervisors, however, mutual regard and time to share ideas about instruction were crucial for the perception of a satisfactory conference.

Supervisory Roles and Practices


Based on a survey of 70 elementary principals in northern California and a follow-up interview with 10 of them, the author collected information about actual supervisory practices in northern California. Although the principals reported that they valued supervision, they did not give commensurate time to it. The principals used a common supervisory model (clinical supervision) and gave teachers the same amount of time regardless of their needs. Generally, the principals observed reading or mathematics during the first or second period, and consequently, they promoted an approach suitable for those circumstances.


Using an instrument based on the Griffin framework, the author surveyed 40 directors of student teaching in Iowa, Minnesota, North Dakota, and South Dakota. The data revealed various aspects of student teaching and student-teaching supervision. Supervisors were expected to make 3 to 6 visits during a student-teaching experience that generally lasted 9 to 12 weeks. Supervisors rarely received training for their supervisory responsibilities. The directive approach to supervision was most commonly used. The directors agreed that university supervision did not greatly influence the total development of the student teacher.


The author analyzed surveys from 75 school-based lead teachers in 3 Georgia school districts to determine the tasks they undertook. The lead teachers spent about 79 percent of their time on supervisory tasks, including curriculum (28 percent), staff development (15 percent), and direct assistance to teachers (35 percent). They performed administrative tasks, including screen-
ing students and interpreting test results to teachers, about 22 percent of the time. Rarely were they involved in such administrative tasks as disciplining students or in such clerical tasks as monitoring student records. The author recommends undertaking further research to examine the role of the lead teacher in relation to the traditional central office supervisor.


The author surveyed directors and supervisors of 41 nonpublic special education centers in New York City to investigate the congruency of perceptions about the supervisor's role. The participants responded to a survey about the actual and ideal functions of supervision. A lack of congruency was found between supervisors and directors in general as well as within specific programs. The researcher recommends using a team management approach for a greater congruency of perceptions.

**Supervision Theory**


This study of generic theories of instructional supervision focused on possible differences among the supervision of various subject groups. The author surveyed all Maryland public school instructional supervisors about their supervisory practices, preferences, and philosophies and questioned them about their orientation to curriculum development, teacher evaluation, and staff development. The author analyzed responses by subject groups and found that supervisory practices differed in about 16 percent of the relationships, and preferences differed in 11 percent of the relationships. Differences in supervisory orientation according to subject groups occurred in 13 percent of the relationships. No differences in supervisory philosophy were noted. The author concludes that the results support the idea that generic models of supervision are appropriate across subject areas.


Using methodology based on the critical theory of Habermas and the hermeneutics of Ricoeur, the author examined the language and communication of early childhood educational supervisors. At 10 sites, each using a different early childhood education model, the author interviewed a parent, a teacher, and a supervisor, as well as others, including a principal, a business executive, and a legislator. The analysis of the interviews indicated that the supervisors generally were oriented toward communicative action, although other types of talk were present also. Concerns about low status and low pay emerged as legitimation problems. The author suggests that early childhood supervisory principals and the community obtain better understandings of each other's world to address the legitimation difficulties.


Social systems theory provided the underpinnings of this study of the relationship among clinical supervisory skills, teachers' independence in making instructional decisions (autonomy), and the school's perceived dramatic content structure (environment). More than 1,000 teachers from 57 public elementary schools participated in the study. Significant positive correlations were found among teachers' satisfaction with supervision and their sense of autonomy, the robustness of the principals, the robustness of the other faculty, and total robustness.

**Miscellaneous**


The author examined the organizational structure of provincial supervisory units in Thailand as well as the satisfaction of administrators and supervisors in those units. From the analysis of the responses from 377 Organizational Survey Questionnaires, six factors of organizational
characteristics emerged. (1) the climate of supervisory work, (2) procedural specification, (3) control of supervisors, (4) administrative authority, (5) bases for work assignment and promotions, and (6) hierarchy of authority. Worker satisfaction correlated most strongly with supervisory climate.


The author investigated the effects of using a clinical supervision model of peer coaching in carrying out an inservice program, as well as student achievement in the writing-instruction program. A total of 24 teachers received instruction in the process approach to writing, 12 in the experimental group also received instruction in clinical supervision. All were expected to conduct peer coaching in their schools for 14 weeks. Data were collected through interviews, observations, audiotapes, journals, and standardized tests. The results indicated that both groups used peer coaching, but the experimental groups used it more regularly. Students in both groups improved their scores. The author concludes that peer coaching was an effective way to implement curriculum change and that clinical supervision offers an effective structure for peer coaching.


Supervisors and their supervisees in 21 Midwest nature centers took the Kolb Learning Style Inventory to assess the learning styles of the two groups. The supervisees also took the Job Descriptive Index. The data analysis indicated no significant relation between the learning styles of supervisors and supervisees and the supervisees' satisfaction with supervision.


This study investigated the effects of a clinical supervision model used as an evaluation tool on the relationships between teachers and supervisors. Three themes emerged from a constant comparative analysis of open-ended interviews: trust, expertise, and accessibility. Implementing the evaluation model did not hinder relationships between supervisors and teachers. Teachers felt comfortable going to their supervisors for help if they believed the supervisors were knowledgeable and had expertise. Besides attention from supervisors, however, the teachers also wanted their principals' attention.


The author examined the perceived frequency or intensity of stressors for instructional supervisors and their possible relation to personality type, hours worked per week, and health status. To obtain data, the researcher sent questionnaires to 152 Georgia instructional supervisors. The data analysis indicated that the intensity of stressors was more powerful than their frequency. A significant positive relation was found between the perceived intensity of phone interruptions, a too-heavy workload, and Type A behaviors. Other significant stressors included attending meetings that lasted too long, finishing paperwork on time, and gaining support for programs. Stressors affected the supervisors' health in the form of high blood pressure, heart trouble, indigestion, and headaches.


In this study, the author developed a 21-item instrument for observing direct instruction. A panel of 17 experts validated the content. To obtain interrater agreement, the author used paired observation in actual classrooms with principals and assistant principals. The results indicated that about 90 percent of all joint judgments fell within one scale point of each other. The author concludes that the Classroom Observation Reporting Instrument was a valid instrument with high interrater agreement.

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