ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1989

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Types of Supervision


The purpose of this study was to ascertain teachers' and administrators' perceptions of the assumptions, components, and procedures of clinical supervision. The author surveyed educators in six California school districts, three of which had used clinical supervision more than five years and three of which had used it less than five years or not at all. Results indicated that most teachers and administrators agreed with the basic assumptions and procedures of clinical supervision. The author found few differences between those who had used clinical experience for five or more years and those who had less experience with it. Generally, administrators favored clinical supervision procedures more strongly than teachers.


In this study, volunteers from the instructional staff at a Florida elementary school participated in peer coaching for an entire school year to examine the relationship between peer coaching and school climate. At the beginning and end of the school year, teachers were administered the Rutgers Elementary School Climate Description. The author also collected demographic and narrative data from the participants. Analysis revealed that experienced teachers chose to participate in peer coaching more often than inexperienced teachers. The "ceiling effect" of the pretest scores limited their usefulness, but posttest and other data indicated unanimous satisfaction with peer coaching among those who were involved with it.


The purpose of this study was to determine whether teachers of different temperaments prefer different types of supervision. The author mailed questionnaires to 1 per cent (440) of a target population of almost half a million educators in Oklahoma; 132 responses were usable for data analysis. Although the percentage of master's degree holders was larger among the respondents than in the target population, the sample was similar to the target population along other dimensions. Respondents tended to score high in the Sensation Judging (SJ) category and to be more extroverted than introverted. Although SJ types are more likely to prefer highly directive supervision, responses indicated a preference for collaborative supervision. Participants least preferred directive supervision for curriculum, instruction, staff development, and special student services.

This study sought data about the use of clinical supervision in schools judged effective by the U.S. Department of Education from 1982–83 through 1985–86. Principals from 218 schools in 44 states responded to a questionnaire about their clinical supervision practices. More than 46% indicated they used clinical supervision as defined by the researcher. The researcher found significant differences between users and nonusers. More users than nonusers indicated sequential use of classroom supervision, inservice programs on clinical supervision, and a strong central office commitment to clinical supervision. The researcher concluded that such support is important for the success of clinical supervision.

**Supervisory Roles**


The purpose of this study was to determine whether special education teachers view their supervisors as instructional leaders. The author administered the Instructional Activity Questionnaire to a random sample of 133 special education teachers and 38 supervisors in Indiana during the 1987–88 school year. Both teachers and supervisors perceived the majority of items indicating instructional leadership to be activities practiced by the supervisors. Teachers perceived significantly less implementation of these activities, however, than the supervisors did. Differences in responses were related to handicap area, but these differences were not significant.


In this study, the author surveyed supervisors from large public school districts in North Carolina to determine the extent to which role conflict and ambiguity are present in these settings. Two instruments were used: the Job Characteristic Survey and the Profile of Organizational Characteristics. Analysis of the data from 150 surveys indicated that there is greater potential for both ambiguity and role conflict in large school districts. The author surmised that supervisors in large districts with K-12 responsibilities are more likely to experience role ambiguity than are supervisors in other settings. The author confirmed the need for leadership training programs that define roles and decrease ambiguity.

**Supervisory Styles and Practices**


This study analyzed Iraqi teacher preferences for 31 supervisory practices and their perceptions of actual supervisory practices. Analysis indicated that Iraqi teachers overall perceived significant differences between preferred and actual supervisory practices. No significant differences occurred in responses among teachers with different years of teaching experience or between male and female respondents. Significant differences were found based on levels of education. The researcher recommended increased use of the preferred supervisory practices.


This study investigated teacher characteristics of abstract thought and motivation as they relate to teachers' preferences for supervisory styles. Glickman's theory of developmental supervision formed the theoretical basis of the investigation. More than 200 teachers from 12 New York public elementary schools were administered the Paragraph Completion Method Questionnaire and the Supervisory Approach Questionnaire. A measure of efficacy was obtained from a method derived from Ashton and Webb, satisfaction with supervision was determined by Fraser's approach, and teacher motivation was assessed on a questionnaire developed for the study. Findings indicated that teachers with different levels of abstract thought or motivation prefer different types of supervision. This supports the theory postulated by Glickman.
In this study, the researcher interviewed and observed six suburban elementary principals to ascertain their beliefs and behaviors in relation to the works of Meyer and Rowan. These authors assert that supervision of technical activities is important to the successful operation of an organization. Such supervision is de-emphasized in schools, however, according to Meyer and Rowan, and therefore a "logic of confidence" exists that allows principals to justify practice in the light of theory. The researcher observed principals particularly with regard to the "myth of professionalism" and "facework" aspects of the Meyers and Rowan theory.

This study examined supervisory practices of 78 randomly selected, full-time elementary, secondary, and K-12 supervisors in Ohio. Data collected from a questionnaire of 189 items developed for this study revealed no overall differences among the three types of supervisors. The author found significant differences among actual and ideal supervisory practices on 73 out of 81 relevant items. The author interpreted this finding as an indication of supervisors' substantial dissatisfaction with the way they are able to conduct their job. Demographic data yielded a profile of the supervisor as a person with education well beyond the master's degree, little administrative experience, vast teaching experience, and more than 125 teachers to observe and hold conferences with annually. Supervisors indicated that approximately one quarter of their time was spent on administrative tasks and one fifth on observing and holding conferences with teachers.

Supervisory Skills and Tasks

This study sought to determine which skills and competencies are deemed desirable by provincial education directors, supervisors, and school principals for school administrators and supervisors in North Yemen. The study also sought effective procedures for acquiring the desirable skills and competencies. The author surveyed 8 provincial education directors, 67 supervisors, 62 secondary principals, 58 middle school principals, and 65 primary school principals with a questionnaire identifying 101 skills. The participants identified all the skills on the questionnaire as important. Generally, the author concluded that a combination of preservice and inservice education was necessary for the acquisition of these skills.

This study surveyed school library media supervisors from 45 Texas school districts to examine their perceptions about actual and ideal involvement in three areas: curriculum and instruction, public relations, and administration and budget. Generally, supervisors indicated a desire for more involvement in curriculum planning and design activities, evaluation of noncertified library media personnel, and public relations activities.

This study used qualitative and quantitative methods to ascertain what happens during supervision. A single subject design focused on 14 sessions with a single supervisor and supervisee. The author videotaped each session, which the participants then reviewed using the Intenions and Reactions lists and the Helpfulness Rating Scale. Analysis also involved the Session Evaluation Questionnaire, the Supervision Session Report, the Video Recall Sheet, and an in-depth qualitative interview. Findings indicated that it was possible to predict certain patterns of interaction, and that the relationship between the supervisor and supervisee was a most important teaching and therapeutic relationship. Both the Intentions and reactions paradigm and the sequential analysis appeared useful for examining the supervision process.
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Preservice Supervision


The purpose of this study was to describe a coaching model used in the final preservice practicum experience in the University of Oregon's elementary education program and to determine whether the preservice teacher or the college supervisor perceived the model as influencing the preservice teacher's ability to reflect on teaching behaviors. Six preservice teachers participated in the study, four trained as coaches and two did not. The researcher used formal and informal interviews, audiotaped observations, and document analysis for data collection. Preservice teachers who participated as coaches indicated greater self-confidence and less isolation as a result of coaching. The researcher obtained little evidence, however, that coaching enabled them to be more reflective about their teaching.

Hamann, Janet M. "Conversational Analysis of Successful and Unsuccessful Supervision Conferences Between Supervisors and Student Teachers." Ph.D. University of California, Los Angeles, 1989. 381 pp. (50/06-A1631).

In this study, the author analyzed the content of supervision conferences to detect elements of collegueship. She examined questionnaire data and audiotaped supervision conferences from 42 supervising teacher/student teacher pairs, analyzing conferences from 8 teams in detail. Four teams had agreement between supervisor and student teacher about using clinical supervision, and the author defined them as successful teams, four teams lacked this agreement, and the author defined them as unsuccessful teams. The teams were matched for subject and grade level. Qualitative analysis revealed that when student teachers and supervisors both support clinical supervision, supervisors gave more positive feedback and asked more open-ended questions than when this was not the case. Supervisors on unsuccessful teams more frequently asked questions that could be answered with one word, and the conversations more often were unidirectional from supervisor to supervisee.


This study examined the effects of student teachers serving as both supervisor and supervisee in their practicum experience. Four student teachers were placed with one cooperating teacher who taught them the process of clinical supervision. Each student teacher completed four cycles as a supervisor and four cycles as a supervisee. The researcher analyzed transcripts of postobservation conferences, interviews, field notes, and journals written by the student teachers and cooperating teacher. The researcher concluded that this experience helped the student teachers view teaching in a more systematic way and be more reflective about their own teaching. They also took more responsibility for their own learning and formed habits of collaboration with their peers.

Miscellaneous


In this study, the researcher developed a model of desirable first line supervisor behaviors based on an analysis of outstanding supervisor practices. The model was derived from the work of supervisors at the Banco Popular de Puerto Rico (BPPR), and the researcher analyzed the data based on work done previously at AT&T. The AT&T model included more categories than the BPPR model, but all six BPPR categories were in the AT&T model. The researcher found the critical incident interview method to be a useful approach in constructing a supervision model. Recommendations for using the model in education are included.


Supervisors in this study provided direct feedback to teachers about their rate and accuracy in presenting three-term contingency trials to students to determine whether direct feedback from supervisors was related to student achievement. The rate of trials presented to students, the rate of their responses and correct responses, and the total number of student responses were calculated. Total student responses, rates of correct responses, and the number of trials presented
by teachers were shown to be a function of supervisor feedback. Increases in teacher effectiveness and student achievement as defined by these measures persisted throughout the school day, even when the supervisor was not present.


This study examined historical language and concepts used to frame ideas about collegial supervision. The researcher analyzed six texts that form the basis of supervision. Three of the texts were books read widely by the general public, and three were supervision texts. The theoretical basis for analysis was drawn from Max Focault, Hannah Arendt, and Max Weber. Their works helped identify metaphors in the six books relating to gender, race, and age. Divergent metaphors were discovered that the researcher felt threaten the success of teacher empowerment and collegial supervision.


The purpose of this study was to determine whether teachers' written observation reports could be improved through training, and whether teachers would have a positive attitude toward collegial cooperation if the training were provided through cooperative learning. The researcher evaluated the outcomes of a three-day training program using pre- and postraining observation reports, a questionnaire about attitudes toward cooperation, observation of the training session, interviews, and analysis of subsequent activities. She found significant differences in the written observation reports of the participants when compared with nonparticipants. She observed positive interaction during training among the participants, some of whom later formed a cooperative learning subgroup on their own. The researcher concluded that the skill of writing observation reports can be taught successfully and that the cooperative learning setting is desirable for staff development.

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Thirteen articles—seven of them new, one old, five revised—make up this collection updating the 1979 volume. New perspectives include staff development as part of school culture, moves to put teachers at the center of creating and participating in their own development, and current knowledge of the social realities of teaching. Several chapters describe strategies at work in particular contexts.


This special issue contains innovative proposals for integrative curriculum by James A. Beane, Marion Brady, David W. Jardine, and Nathalie W. Gehrke.