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ABSTRACT
              Prior to implementation of a supervisory staff
development program, it is necessary to review current literature in
the field of educational administration in order to define specific
elements (domains) of the supervisory knowledge base. A qualitative
research study involving a review of relevant literature yielded 13
primary domains or categories of knowledge: organizational
management; instructional leadership; instructional management;
development of school and community support; interpersonal and human
relations skills; communication skills; school climate; staff
evaluation; material and financial resource allocation; school
curriculum; staff development; educational research skills; and
student guidance, management, and development. A strategy was
designed to field test the validity of making these 13 domains the
foundation of a knowledge base for supervisory/administrator staff
development. The strategy involves administering a survey, "Inventory
of Staff Development Priorities," to new and experienced supervisors,
having them rank the importance of the domains, and analyzing the
data. This report proposes that the knowledge base identified in this
study, as well as the results of analysis of the survey, serve as the
foundation for a comprehensive induction program for new supervisors
and administrators in New York City. A set of nine guidelines to
assist in program design is included. The bibliography includes 33
resources identified in the search for literature relevant to an
administrator/supervisor knowledge base which formed the basis for
this study. (IAH)

DEVELOPING THE KNOWLEDGE BASE FOR

SUPERVISOR INDUCTION AND PROFESSIONAL GROWTH:

VALIDATING THE MODEL

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1. Overview/Background

Overview

A recent publication Principals for Our Changing
Schools (1990), National Commission for the Principalship
notes that "every educational reform report of the 1980's
concludes that the United States cannot have excellent
schools without excellent leaders." The report further
indicates that, although there is little consensus in the
debates of the 1990's concerning schooling "most observers
agree that the principal plays a key role in determining
school effectiveness." (National Commission for the
Principalship, 1990, p. 1)

It is not surprising to note that the National
Commission for the Principalship recognizes the importance
of strong administrative leadership as a primary ingredient
in shaping effective schools. The body of research and
practice known as "effective schools" has also endorsed this
concept. For example, the first of Ronald Edmonds' five
correlates of effective schools is "strong administrative
leadership." (AASA, 1992, p. 7)

The development of strong administrative leadership is
viewed as a continuous process which begins with the
"university pre-service component charged with teaching the

structure of the discipline of educational administration

and serving as the research arm of the profession." However,

"the quest for scholarship should never be in isolation from in-

service continuous professional growth activities for practicing

administrators." (Hoyle, English, Steffy, 1990, p. 5)

Accepting the view that supervisory staff development

does not end when the potential supervisor/administrator

candidate completes the prescribed program of preparation at the

university level, it is important to examine the nature

and content of the second part of the continuum, in-service

supervisory staff development, a process that allows for the

continual growth of on-the-job supervisors. The major

premise of this paper is that, prior to the implementation

of a supervisory staff development program, it is necessary

to define the knowledge base for this program by reviewing

current literature in the field of educational

administration, in order to define specific elements

(domains) of this supervisory knowledge base.

Background

Leadership for the development of a Research-Based
Synthesis of Domains for Supervisor/Administrator Staff
Development was provided by Dr. Donald Singer, President of

the Council of Supervisors and Administrators, New York City

Public Schools. In a recent agreement concluded as a result

of collective bargaining, it was agreed that "the Council of

Supervisors and Administrators and the New York City Board
of Education would establish a joint committee which will
undertake a study to seek out and put into place a high
quality prescriptive evaluation and professional growth
system." Prior to the formation of this joint committee, the
Council of Supervisors and Administrators concluded that it
was necessary to conduct a qualitative research study to
determine the knowledge base necessary for supervisory
success in the 1990's and beyond. The information gathered
from the aforementioned study would serve as the content base for
supervisory staff development.

The participants in this project are the Department of
Educational Leadership and Administration, Long Island
University and the Council of Supervisors and
Administrators. The unique nature of this project is that
union leadership has made a total commitment to the
professional development of membership, viewing its role
beyond the traditional one of negotiating for salary
increases and fringe benefits for members of the collective
bargaining unit.

2.   Research Design

2.1   Contacts with national and state organizations

The first step undertaken in the development of the
research project involved contacts with a number of

resource persons from national and state organizations, who
would be aware of existing materials that describe the
knowledge base for a supervisory staff development program.
In addition, the authors wished to ascertain whether these
materials had a research base.

Representative contacts are cited, as follows. Dr. Samuel
Sava, Executive Director, National Association of Elementary
School Principals provided a document entitled <u>Proficiencies for
Principals</u> (1991). The foreword to this document indicated that
the material combined the findings of research and the practical
experience of on-line administrators. An official of the New York
State Department of Education shared with us <u>Competencies for New
School Leaders</u> developed by the Northeast Common Market Project.
This material listed generic leadership skills and provided
an additional viewpoint concerning leadership competencies
necessary for success as a school leader.

Other preliminary steps included contacts with the
American Association of School Administrators (A.A.S.A.) and the
Association for Supervision and Curriculum Development
(A.S.C.D.) to obtain the most recent material published by
these organizations concerning the knowledge base necessary
for new school supervisors.

2.2 E.R.I.C. Search

An E.R.I.C. search for articles using the following descriptors was conducted. Figure 1 lists these E.R.I.C. descriptors and number of articles initially surveyed.

Figure 1

E.R.I.C. DESCRIPTORS AND NUMBER OF ARTICLES

Descriptors	Number of articles surveyed
Administrator education and administrator effectiveness	39
Administrator training and administrator effectiveness	5
Management development and urban	45
Administrator education and urban	19
Administrator characteristics and urban	15
Principal and in-service	34
Total number of articles	151

2.3 Major resources

A review of the 151 articles cited in the E.R.I.C. search and the materials received from national education

organizations resulted in the identification of thirty-three (33) major references which appear in the bibliography (Appendix B). Material from these major resources was used to construct the Research-Based Synthesis of Domains for Supervisor/Administrator Staff Development.

3. Research-Based Synthesis of Domains for Supervisor/Administrator Staff Development

A review of the thirty three (33) major resources yielded the following thirteen primary domains (categories):

1. Organizational Management

2. Instructional Leadership

3. Instructional Management

4. Development of School and Community Support

5. Interpersonal and Human Relation Skills

6. Communication Skills

7. School Climate

8. Staff Evaluation

9. Material and Financial Resource Allocation

10. School Curriculum

11. Staff Development

12. Educational Research Skills

13. Student Guidance, Management and Development

The thirteen domains are listed in rank order to reflect frequency of appearance of these domains and their

sub-domains in the thirty-three (33) major resources cited
in the bibliography.

Secondary domains (categories) are subsumed under each
domain in the complete <u>Research-Based Synthesis of Domains for</u>
<u>Supervisor/Administrator Staff Development</u>.

4. <u>Field Testing</u>

The repetitive appearance of the thirteen primary and
secondary domains in the literature presents strong evidence for
their inclusion in the knowledge base for supervisor/
administrator staff development. It was decided to field test
this material using the following strategy.

A survey instrument will be administered to the Executive
Board, Council of Supervisors and Administrators consisting of
experienced supervisors. Respondents will:

--Assign an importance value from "A" (least important) to
"E" (most important) for each of the thirteen (13) primary
domains for supervisor/administrator staff development.

--Indicate whether they believe that each primary and
secondary domain is unnecessary for inclusion, an elective or
should be a required element of a supervisory staff development
program.

The survey instrument will then be administered to a
representative sample of new supervisors/administrators. Data
will be analyzed and reported using a t-test.

5. Implementation Suggestions

An analysis of data gathered from the administration of the Inventory of Staff Development Priorities to experienced and new supervisors will assist persons designing a supervisory staff development program in determining which domains to include as the knowledge base. Once the program is designed, personnel leading workshops or other staff development activities will be able to refer to the bibliographic citations under each domain as a resource for materials to be utilized in training sessions.

Current research in the field of supervisor induction comments on the fact that few new principals have received significant on-the-job-training prior to beginning their assignments and that in-service programs are rarely comprehensive (Andrews, 1991, p. 3). It is proposed that the knowledge base included in this study serve as the foundation for a comprehensive induction program for new supervisors and administrators in New York City.

Rather than list the variety of strategies that may be employed as part of a supervisor/administrator staff development program, the authors determined that it would be more useful to develop a series of guidelines to assist in program design.

5.1 <u>Guidelines for the design of a supervisor/administrator</u>
<u>staff development program</u>

--Provide a scientifically validated knowledge base as
the program foundation. (Hallinger, 1991, p. 517)

--Utilize practitioners (in-service and retired) in the
delivery of the knowledge base.

--Stress good practice that is relevant to on-the-job
performance and that focuses on skill development and
problem-based learning experiences.

--Involve supervisor/administrator trainees in the
planning and governance of professional development
activities.

--Integrate research findings with on-the-job knowledge
of administrators.

--Include systematic evaluation by training
participants.

--Focus on training that stresses outcomes rather than
just delivery of services.

--Organize trainees into small cohort teams, under the
supervision of experienced mentors, for the purpose of
arriving at solutions to real supervisor/administrator
problems.

--Utilize a variety of instructional strategies to
include:

Peer observation

Simulations

Case studies

Peer analysis of leadership behaviors in a

non-judgmental setting

Presentations by experts

Mentorship

Cross-school visitation

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