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A Descriptive Study of Ninth Grade Reading Programs in Schools of the Second Education District of Kentucky

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Groves,

Eloyse Jean

1975

A DESCRIPTIVE STUDY OF NINTH GRADE READING PROGRAMS
IN SCHOOLS OF THE SECOND EDUCATION DISTRICT
OF KENTUCKY

A Project

Presented to

The Faculty of the Department of Reading and Special Education
Western Kentucky University

In Partial Fulfillment
of the Requirement for the
Education Specialist Degree

by

Eloyse Jean Groves

May 1975

A DESCRIPTIVE STUDY OF NINTH GRADE READING PROGRAMS
IN SCHOOLS OF THE SECOND EDUCATION DISTRICT
OF KENTUCKY

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43 pages

Directed by: Curtis Englebright, Phil Constans, and James Gibbs

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Questionnaires concerning the nature of the state-required Ninth Grade Reading Programs were sent to principals of secondary schools in the Second Education District of Kentucky. The program, which had been in effect for two years, was studied as to the different organization, curriculum, students, faculty, resources, conclusions, and projections of each school involved and then compared to a standard reading program. It was found that Kentucky is a forerunner in the area of state requirements as to provision for help in reading for ninth grade students. The type of referral and physical setting of the program were both found to be adequate. In comparison to the standards of professional literature, it was found that the typical reading classroom was lacking in several areas. The most significant finding was the lack of a teacher who has been trained for teaching reading skills. A related finding was the lack of knowledge for diagnosis and correction by the English teachers who now teach in the reading program. The study showed a need for more individual attention and provision for more relevant materials.

CHAPTER I

PROBLEM

A. Introduction

During recent years, the teaching of reading has achieved a position of prime importance in our schools. The teaching of reading has attained this position mainly as a result of the many surveys conducted concerning the relatively low reading achievement levels of the nation's school children. Because of these findings, numerous efforts to upgrade the quality of education have been made with most of the emphasis placed on early childhood and elementary years rather than a continuous program from kindergarten through twelve. Most of the efforts for continuing reading beyond junior high school were on a voluntary basis and decided upon through local school districts.¹ But, in 1972, the State of Kentucky implemented a program with special requirements for students, one which is unique in the nation.

The program, called the Ninth Grade Reading Program, was initiated in accordance with the goal of the National Right to Read Effort, which is to eliminate illiteracy nationwide by 1980.²

¹Barbara F. Freed, "Secondary Reading - State of the Art," Journal of Reading 17 (December 1973): 145.

²U. S. Department of Health, Education and Welfare, Education Division, "Education Briefing Paper--The Right to Read," (Washington, D.C., April 1974).

Initiation of the program developed after a survey in 1972-73 was conducted among the 190 school districts of Kentucky which identified a number of incoming ninth-grade students who had already scored at or below a reading level of 6.0 when tested in the eighth grade. It was found that of the almost 60,000 students tested, over 16,000 (or approximately 28 percent) of those students read at or below 6.0.³

The Ninth Grade Reading Program officially came into effect with the amended State Plan for Accrediting Secondary Schools, which states that a reading course is required for certain students. This amendment falls under Standard VI, Organization of Program and Services; Section D, Requirements for Graduation; Part 3, which reads:

Effective as of the 1972-73 school year, each local school agency shall ascertain the reading ability of each student prior to being enrolled in the ninth grade. Each student demonstrating a reading competency of sixth grade level or below shall be enrolled for one semester in a reading course to specifically aid such student to improve his reading ability.⁴

B. Need for the Study

The State of Kentucky has become one of the first states to require a course in secondary reading for certain students as part of the ninth grade curriculum. After the program started its third year, educators expressed the need for a description of the various ways that programs have been developed within the guidelines. Since the

³Bureau of Instruction, State Department of Education, "The Ninth Grade Reading Program in Kentucky," (Frankfort, Kentucky, September 1972). (Mimeographed).

⁴Bureau of Instruction, State Department of Education, "Guidelines for the Ninth Grade Reading Program in Kentucky," (Frankfort, Kentucky). (Mimeographed.)

guidelines of the State Department are suggestive rather than mandatory, and since individual differences exist within localities, each district, school, or class may have conducted its program in a different manner. It is the intent of this study to describe the manner in which some of the programs have been developed.

C. Purpose of the Study

The purpose of this study is to reveal through a questionnaire technique the nature of the Ninth Grade Reading Programs in the secondary schools of the Second Education District of Kentucky.

D. Delimitations of the Study

The results of this study will be limited to ninth grade reading classes of secondary schools within the Second Education District of Kentucky for the academic year 1974-75.

The study is particularly concerned with the organization, curriculum, students, faculty, resources, conclusions, and projections of each program involved. It is not concerned with any statistical data about the effectiveness of the program.

The study has all limitations which are recognized as inherent in the questionnaire technique.

E. Statement of the Problem

What is the nature of the Ninth Grade Reading Programs in schools of the Second Education District of Kentucky?

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relationship of Reading to School Problems

Ruth C. Penty, in a study of reading ability and high school drop-outs, interviewed poor readers and found that more than three times as many poor readers as good readers dropped out of school before graduation. Statements by these students pointed to the influence which reading difficulty has in causing young people to make a decision to leave school when the difficulty causes them to fail subjects, receive low grades, feel inadequate, and be unable to learn through reading. Another interesting finding in the study was that the poor readers who dropped out had mental ages that showed potential in reading ability.⁵

In a related study dealing with sources of student satisfaction and dissatisfaction in school, a significant relationship was found between school satisfaction and achievement in school. A suggestion by the researcher was that educators need to increase student satisfaction by improving several things, one being the opportunity to achieve.⁶

⁵Ruth C. Penty, "Reading Ability and High School Drop-outs," Reading in the Secondary Schools, Compiled by M. Jerry Weiss (New York: The Odyssey Press, Inc., 1961), pp.176-180.

⁶Delbert B. Beelick, "Sources of Student Satisfaction and Dissatisfaction," Journal of Educational Research 67 (September 1973): 22.

The conclusions from these two studies suggest that diagnosis of reading difficulties is needed early. Those students who had been reading poorly might have shown improvement in reading ability if better instruction in reading skills had been provided.⁷

B. Early Recommendations and Results

Recommendations favoring secondary reading taught as a separate subject have been made for a number of years. Robert Karlin reported that, as early as 1937, two different studies advocated secondary reading instruction. One was by Center and Persons who said that reading skill training needed to be given its rightful place in the secondary school program. The other, William S. Gray, advocated the idea of a continuous program and said that satisfactory results from teaching reading could only be attained as teachers from kindergarten to the university recognized their responsibility.⁸ This implies that teaching reading is a continuous process.

Even though recommendations were given almost forty years ago, little action followed. A report in 1961 showed that 61 percent of 1,029 college freshmen said that their high school teachers did not show them how to improve reading skills.⁹ Another study which sampled 127 high schools in the five state area of the Upper Midwest found

⁷Ibid.

⁸Robert Karlin, "Nature and Scope of Developmental Reading in Secondary Schools," Developing High School Reading Programs, Compiled by Mildred A. Dawson (Newark, Delaware: International Reading Association, 1967) p.6.

⁹Dorothy J. McGinnis, "The Preparation and Responsibilities of Secondary Reading Teachers in the Field of Reading," The Reading Teacher 15 (November 1961): 92-97.

that only one school claimed a staff member trained as a secondary reading teacher.¹⁰ With the realization that many high school students did lack reading skills necessary for participation in classwork, several larger school districts began experimenting with continuous developmental reading experiences for the twelve-year period of school curriculum while others adopted some type of secondary reading on a voluntary basis.¹¹

A report in 1972, Research for Better Schools, showed that the majority of state departments of education (98 percent) had not made any specific requirement for the minimum amount of time spent for teaching reading to students in senior high schools. It was also found that generally school districts go beyond state department requirements when they provide reading instruction for junior and senior high school students. The survey also revealed that more than half of the states do not demand any special reading certification for secondary reading teachers, and that 83 percent of the states do not set a minimum number of reading courses for part of their certification requirements for secondary school English teachers.¹²

The results of another recent study show that thirty-five of the fifty states neither have nor are considering reading as a requirement for secondary certification. Only four states plus the District of Columbia require training in reading for all secondary certification,

¹⁰John S. Simmons, "The Scope of the Reading Program for Secondary Schools," The Reading Teacher 17 (September 1963): 31-35.

¹¹Henry A. Bamman, "Changing Concepts in Reading in Secondary Schools," Developing High School Reading Programs, Compiled by Mildred A. Dawson (Newark, Delaware: International Reading Association, 1967) p. 2.

¹²Freed, pp. 195-201.

four states have requirements only for some teachers, usually English teachers, and only eight states have the requirement under consideration for future action.¹³

C. Recommendations for Kentucky and Results

The State of Kentucky received specific recommendations concerning the teaching of reading in its secondary schools in 1962 when Dr. Wallace Ramsey, then a Professor of Education at the University of Kentucky, studied the reading status of fourth and eighth grade students in Kentucky. Dr. Ramsey found that while there was no significant difference at fourth grade level, there was a significant difference in eighth grade norms of Kentucky children as compared to national norms. He surmised from this that these children would have difficulty in high school courses and recommended, "There is a need in the immediate future for a concentrated effort to give reading instruction in the junior and senior high schools of the state."¹⁴ He anticipated further needs resulting from the above recommendation because he added:

The giving of reading instruction in secondary schools will require teachers who possess knowledge of reading improvement. This indicates a need for changes in requirements for state certification of English teachers (and possibly teachers in other disciplines) in the junior and senior high schools.¹⁵

No action was taken in Kentucky at that time, but ten years

¹³Thomas H. Estes and Dorothy Piercey, "Secondary Reading Requirements: Report on the States," Journal of Reading 17 (October 1973): 22-13.

¹⁴Wallace Ramsey, "The Kentucky Reading Study," The Reading Teacher 16 (December 1962): 180-81.

¹⁵Ibid., p. 181.

later, Kentucky made progress toward that goal with two specific requirements. They are:

1. Kentucky has set certification requirements of three semester hours in reading courses to go into effect September 1, 1976 for secondary teachers of English.¹⁶

2. The State Department of Education in 1972 made requirements concerning reading courses for certain students (those rating on or below 6.0 achievement level in reading) with guidelines set up concerning structure, facilities, activities, teacher qualifications, and materials. This program was named the Ninth Grade Reading Program.¹⁷

D. Recommendations for an Adequate Program

There has been no study to date concerning the nature of the Ninth Grade Reading Program showing what has been done within the guidelines. However, there are many opinions concerning the best approach for teaching reading and optimal conditions. Some, such as Howard M. Evans, say that reading disability demands long-term treatment rather than the short course that is typically organized in current programs.¹⁸

There are principles of sound organization which will apply to all programs even though the need will vary according to the student population. One such principle, and one with which many other educators agree, is the service of a trained reading teacher.

¹⁶Curtis Englebright, "The Kentucky Certification Success Story," The Reading Teacher 25 (May 1972): 736.

¹⁷Bureau of Instruction, "Guidelines".

¹⁸Howard M. Evans, "Remedial Reading in Secondary Schools: Still a Matter of Faith," Journal of Reading 16 (November 1972): 114.

Dorothy J. McGinnis states that there is a definite need at the high school level for special training in developmental reading. She says that secondary teachers are not provided instruction in reading nor are they adequately prepared to teach reading.¹⁹

The general consensus of opinion is that teachers should be prepared specifically as secondary reading teachers rather than for the conversion of English teachers into reading teachers. One researcher expressed the opinion that English teachers have no greater competency for teaching reading than any other group of teachers and advocated that this responsibility not be delegated to English teachers.²⁰ Another stated that administrators should hire high school reading teachers who are trained in reading with specific training in diagnosis and correction to provide specific help for students with low reading ability.²¹

The ideal situation is one in which the reading specialist at the secondary level is one who has had extensive experience in teaching elementary schools and professional training to meet standards of the IRA (International Reading Association) publication.²² A special teacher of reading according to the IRA publication includes three years of successful classroom teaching (with reading in an important position) and the master's degree which includes twelve semester hours in graduate

¹⁹McGinnis, p. 97.

²⁰Sterl A. Artley, "Implementing a Developmental Reading Program on the Secondary Level," Perspectives in Reading No.2, Reading Instruction in Secondary Schools (Newark, Delaware: International Reading Association, 1964) p. 7.

²¹Coston E. Fredrick, "A Monster in Our Midst," Journal of Reading 16 (October 1972): 13-14.

²²Henry A. Bamman, "Organizing the Remedial Program in the Secondary School," Journal of Reading 8 (November 1964): 104.

level reading consisting of foundations, diagnosis, correction, and practicum courses.²³

In addition to the reading specialist, there are other needs for an adequate program. Bamman suggests a set of standards for a remedial program in the secondary schools. Some of them are:

1. The reading specialist deserves a separate room where material can be available at all hours of the day and where instruction can be given under conditions of serenity

2. The ideal room should contain a wide variety of books, periodicals and practice materials, a projector for films and filmstrips, tape recorders, and other appropriate materials

3. The total staff should clearly understand the purpose and limitations of the program. Frequent meetings with the reading specialist are desirable in order to inform the teachers of progress of the students, suggest ways for strengthening skills, and provide for an exchange of information

4. Only students who are likely to benefit should be referred

5. Ideally, there should be no more than ten students but by constant regrouping, individual help can be given for short periods of time

6. A good program should have continuous evaluation with complete diagnosis made each time one meets the student.²⁴

John S. Simmons established criteria for a sound secondary school reading program, compared an actual program with his criteria,

²³"Roles, Responsibilities and Qualifications of Reading Specialists," Brochure of International Reading Association (Newark, Delaware 1968).

²⁴Bamman (1964), pp. 103-08.

and concluded that most programs were lacking in several aspects of a sound program. He summed up areas of the ideal program by saying:

The person needed to conduct remedial work is a secondary reading teacher. In no other phase of a high school reading program is a professionally trained person needed more than in the remedial phase. She must take small groups of students, administer and evaluate individual diagnostic tests, and work with each one, finding materials appropriate for each level of retardation.²⁵

²⁵Simmons, pp. 33-35.

CHAPTER III

METHODS AND PROCEDURES

A. Selection

The respondents for this study were principals of junior and senior high schools from the sixteen school systems within the eight counties which are located in the Second Education District of Kentucky. The Second Education District includes the following counties: Webster, Hancock, Hopkins, Christian, Union, Henderson, Daviess, and McLean. Each of the schools was identified by a code number to insure anonymity for the purpose of this study.

B. Procedure

The design of this study was to develop an appropriate instrument in the form of a questionnaire with questions concerning the nature of each school's Ninth Grade Reading Program. The instrument was organized around seven characteristics as follows: (1) school information, (2) organization, (3) curriculum, (4) students, (5) faculty, (6) resources, and (7) conclusions and projections (see Appendix 1).

The instrument was field-tested through colleagues and by faculty members from Western Kentucky University in order to detect flaws in construction. It was then given to faculty members of secondary schools in Warren County, Kentucky, who work with the Ninth Grade Reading Program and whose positions are similar to those who received the final draft.

The completed instrument, after all corrections were made, was mailed to the principal of each school. A cover letter was included with each questionnaire which told the purpose and importance of the study as well as asking for cooperation (see Appendix 2). Included also was the name of Western Kentucky University as the institution and Dr. Curtis Englebright as the faculty advisor, who were sponsors of the study. A self-addressed stamped envelope was provided for each respondent.

Provisions for nonreturns were made by mailing a second letter to nonrespondents which included another copy of the questionnaire and a self-addressed stamped envelope (see Appendix 2). Telephone calls were made to nonrespondents after the second mailing. A trip was made to one respondent whose questionnaire was not received.

The goal for this study was a 100 percent return which was accomplished.

C. Treatment

Responses to each question on the instrument were combined, studied, and presented in a descriptive manner in this paper.

CHAPTER IV

RESULTS

A. School Information

The twenty-three schools selected as participants in this study had enrollments ranging from a high of 1,827 students to a low of eighty-two students. Organization of the schools varied with schools having grades 9-12 being the most frequent. There were fifteen schools with grades 9-12, five schools with grades 7-9, two with grades 7-12, and one with grades 9-10.

The number of students enrolled in the Ninth Grade Reading Program ranged from a high of 191 students in one school to a low of two students in another. As Table 1 shows, the approximate number of students enrolled in the ninth grades in the Second Education District for the 1974-75 school year was 5,147 with a total of 1,206 students enrolled in the program.

B. Organization

With the exception of one school in which reading was required for every grade, students were selected to participate in the program by a faculty selection method using achievement tests that had been given in the eighth grade as a basis. In addition to the students who were required to enroll by state law (those making 6.0 or below), there were students who were recommended for the program by faculty members in eleven schools and students who volunteered in three of the schools.

TABLE 1
ENROLLMENT OF SCHOOL, NINTH GRADE, AND PROGRAM

Name of School	Total Enrollment	Ninth Grade Enrollment	Program Enrollment
A	1647	477	69
B	1351	411	82
C	643	191	191
D	1545	420	70
E	1493	411	41
F	83	23	2
G	301	79	22
H	1173	618	46
I	890	222	50
J	493	164	50
K	955	419	130
L	465	149	75
M	392	112	35
N	236	44	10
O	288	47	18
P	804	277	70
Q	1827	545	113
R	685	...*	16
S	467	162	38
T	263	83	21
U	110	47	16
V	658	189	48
W	215	57	19
Totals	16,983	5,147	1,206

*No information

When the faculty selection method was used, twelve schools had more than one person selecting students with a guidance counselor and reading teacher as the most prevalent combination. Others were a reading teacher and principal combination and a three-member group of guidance counselor, reading teacher, and principal. Three schools used a group of teachers to recommend students using ninth grade teachers,

eighth grade teachers, and all reading teachers. Almost half of the schools reported that the guidance counselor either chose or helped to select the students to participate in the program. Nine indicated that reading teachers selected or helped to select them, and six included principals that selected or helped to select. Two schools reported that instructional supervisors assisted in the selection.

The time allotted for reading instruction apparently ranged from a low of thirty minutes per week to 300 minutes per week. Two responses indicated 1500 minutes per week but apparently they misunderstood the question. The median and mode were both 300 minutes.

A range of twenty-five was shown for the number of weeks per year used for teaching the reading classes with a high of thirty-seven and a low of twelve weeks. The median was thirty-six weeks.

The method used most for giving credit for the course was one credit of English for two semesters with fifteen schools operating in this manner. One school gave one-half credit in reading. Five schools gave one-half credit for English for one semester, and two schools included the program in one-third of their Phase English Program.

The average class size in the Ninth Grade Reading Program had eleven to twenty students as reported by thirteen schools. Seven reported an average size from zero to ten but these were schools that also reported a total enrollment as under ten students.

C. Curriculum

The emphasis of the instruction was mainly on reading skills as shown by Table 2 with eighteen schools placing reading skills as

first in rank order. Appreciation of literature was ranked last by most schools with thirteen schools ranking it in sixth place. Writing skills, speaking skills, listening skills, and interest in reading were all ranked with relatively equal importance.

The emphasis on content of instruction was also shown to be fairly homogeneous as far as agreement on first and last rankings. As shown in Table 3, comprehension development was emphasized more than any other by fifteen schools. Next in importance, respectively, came vocabulary development, word attack, study skills, and grammar. Thirteen schools ranked grammar as the one emphasized the least.

TABLE 2
RANKING OF EMPHASIS OF INSTRUCTION

Item	Ranks: 1	2	3	4	5	6	Median
Reading skills	18	1	1	1	2	0	1
Writing skills	0	6	8	3	2	4	3
Speaking skills	1	1	4	7	6	4	4
Listening skills	1	6	5	3	6	2	4
Interest in reading	3	8	3	6	3	0	3
Appreciation of literature	0	1	2	3	4	13	6

TABLE 3
RANKING OF CONTENT OF INSTRUCTION

Item	Ranks: 1	2	3	4	5	Median
Word attack	4	4	9	5	1	3
Vocabulary development	4	9	6	3	1	2
Comprehension development	15	5	2	4	0	1
Study skills	0	2	4	11	6	4
Grammar	0	3	2	3	13	5

A considerable amount of variance appeared from the responses dealing with the approaches to instruction used in the programs ranging from one approach only to the use of all five. Only seven schools used a single approach which included either the whole group teacher-directed, small group teacher-directed, or the individualized teacher-directed methods. As shown in Table 4, nine schools reported the use of four and five of the specified approaches. The approaches that were used the most were the individualized teacher-directed approach and the small group teacher-directed approach with nineteen and seventeen responses, respectively. The whole group teacher-directed approach, the pupil-pupil team, and the individualized self-directed approach were used to a certain extent with nine to eleven responses.

TABLE 4
NUMBER OF SCHOOLS USING VARIOUS
APPROACHES TO INSTRUCTION

Number of Approaches Used	Number of Schools Using Each
5	5
4	4
3	3
2	4
1	7

To determine the reading levels of the students, standardized tests were used exclusively with the California Test of Basic Skills and the Gates-McGinitie named most often. In addition to standardized tests, five schools used informal inventories and twelve relied on teacher judgment.

The effectiveness of the program was not measured in all schools, but in the twenty that responded, pre and post standardized tests were used for the most part with thirteen reporting the use of them. Pre and post teacher-made tests and unit tests were also used with nine and two responses respectively. Four of the schools used both the standardized and teacher-made pre and posttests, whereas six of the twenty schools used teacher-made pre and posttests only.

D. Students

As shown in Table 5, students in the program ranged from thirteen students in a reading achievement level of 0.0-0.9 to 333 students in a level of 5.0-5.9. The achievement level that contained both the mode and median was the 5.0-5.9 level. There were 828 students reported to be below the 6.0 level and 307 students above. In addition to these, there were totals of 113 and twenty-two from two schools which did not give information concerning grade levels, making an approximate total of 1,035 for students in the program. Two schools also made an approximation of achievement levels in which not all students were accounted for. Therefore, the approximate total of 1,035 does not correspond with the total of 1,206 students as reported in Table 1 on page fifteen.

E. Faculty

Reading teachers for the reading programs were, for the most part, a homogeneous group since twenty-seven teachers were teaching reading part-time and only nine were full-time. No itinerant teachers were reported.

Among the thirty-six teachers in the program, thirty-three

TABLE 5

STUDENTS ENROLLED IN NINTH GRADE READING PROGRAMS

N	Achievement Levels							Totals
	0.0- 0.9	1.0- 1.9	2.0- 2.9	3.0- 3.9	4.0- 4.9	5.0- 5.9	6.0+	
A	0	0	1	4	12	8	44	69
B	0	0	0	16	21	25	20	82
C	5	12	16	15	18	20	85	171*
D	0	1	3	8	23	35	0	70
E	0	1	3	11	12	14	0	41
F	0	0	0	2	0	0	0	2
G	...	...	...	...	...	...	...	...*
H	0	0	3	8	10	13	12	46
I	0	0	0	2	1	5	16	24
J	0	0	4	12	11	19	4	50
K	0	0	2	10	23	79	0	114*
L	0	0	2	7	26	35	5	75
M	0	0	0	9	15	7	4	35
N	0	0	0	0	0	5	5	10
O	0	0	0	2	2	4	10	18
P	4	10	15	10	20	11	0	70
Q	...	...	...	...	...	...	...	...*
R	0	0	0	2	10	4	0	16
S	0	0	1	2	14	19	2	38
T	0	0	0	3	4	14	0	21
U	0	0	0	2	10	4	0	16
V	2	4	6	12	16	8	0	48
W	2	2	1	2	8	4	0	19
Total	13	30	57	139	256	333	207	1,035

*Not in agreement with Table 1 because levels of all students were not reported.

have secondary certification, twenty-three of these the Provisional Secondary Certificate and ten the Standard Secondary Certificate. Three have an Elementary Certificate, one Provisional and two Standard. Twenty-five of the teachers have English majors and six have English minors.

Only four of the teachers in the reading program were reported

to have endorsement as a Reading Specialist. However, one of these four included a response of only one course in reading whereas a minimum of four courses are required by Kentucky certification guidelines.

The group of teachers as a whole has had little background as far as courses in reading are concerned. Fourteen teachers have not had even one course in teaching reading, seven others have had only one course, and eight have had two. Six of the thirty-six teachers have had three or more reading courses.

In years of experience, the number of teachers was fairly represented in each experience group from zero to two years of teaching experience to over eight years as shown in Table 6.

TABLE 6
TEACHING EXPERIENCE AND TEACHING READING
EXPERIENCE OF READING TEACHERS

Years	No. of Teachers with Teaching Experience	No. of Teachers with Teaching Reading Experience
0-2 years	8	19
3-5 years	10	8
6-8 years	4	3
Over 8 years	9	6

Most of the reading teachers were reported to have little experience in teaching reading classes. As also shown in Table 6, nineteen teachers had zero to two years experience in teaching reading, eight had three to five years, three had six to eight years, and six had over eight years.

Eleven of the twenty-three respondents reported the use of a teacher aide, six of them being student helpers and five adults who were paid with federal funding. Two of the federally funded aides had college hours and the others were high school graduates. Two of the students and one federally funded aide had had previous experience as an aide.

F. Resources

Resources for the reading programs were both limited and varied as to equipment and materials. The quantity of pieces of equipment varied from five different pieces in ten schools to one piece in two schools. The number of schools using various pieces of equipment is illustrated in Table 7, showing that the overhead projector, filmstrip projector, tape recorder, and record player are used by more schools than any of the others.

TABLE 7

NUMBER OF SCHOOLS USING VARIOUS PIECES OF EQUIPMENT

Name of Equipment	Number of Schools Using Equipment
Overhead projector	16
Filmstrip projector	19
Tachistoscope	3
Earphones	7
Tape recorder	18
Reading Accelerator	6
Controlled reader	10
Individual carrels	2
Record player	19

As shown in Table 8, various types of material were ranked as first in use with no single type being more prevalent than others.

Basal texts and labs were ranked first in use by six schools and paperbacks were ranked first in five schools. When taking the first three rankings as a whole, the paperback books, workbooks, basal texts, labs, supplemental texts, and newspaper and/or magazines were used relatively more than the others.

For the most part, a separate classroom was the physical setting for the program as exemplified by the sixteen responses as opposed to six open classroom areas and one room other than a classroom.

G. Conclusions and Projections

The pattern of responses from direct quotes concerning strengths of the program fell into two major groups:

1. Those referring to the individual attention given to the students and smaller groupings of students, and
2. Those referring to the type of relevant and multi-level material.

Other areas mentioned frequently as strengths of the program were the attitude and interest of both teacher and student, concentration on specific areas, and the flexibility of the program. One school, which required all students to receive instruction in reading, listed this requirement as a strength.

The pattern of responses from direct quotes concerning limitations of the program fell into three major groups:

1. Those concerning provision for the training and qualifications of reading teachers and specialists
2. Those concerning amount and type of facilities and materials
3. Those concerning provision for diagnosis and individual

TABLE 8

RANKING OF TYPES OF MATERIAL USED

Name of Material	Rank										Median
	1	2	3	4	5	6	7	8	9	10	
Basal textbooks	6	2	1	4	0	0	3	0	1	5	4
Supplemental texts	3	3	3	2	4	3	2	1	1	1	5
Labs	6	2	1	1	1	1	1	2	3	1	4
Workbooks	2	4	4	3	1	3	0	4	0	0	4
Library books	0	2	1	1	8	5	3	1	0	0	5
Paperback books	5	5	7	3	1	1	0	1	0	0	3
Newspapers and/or magazines	0	5	3	4	6	1	2	1	0	0	4
TV programs	0	0	0	0	0	3	2	3	4	6	9
Mechanical devices and machines	1	1	3	1	2	2	4	4	3	0	7
Games	1	0	0	3	0	4	4	2	4	2	7

help, including the need for teacher aides, the lack of time, and the size of the groupings of students.

CHAPTER V

CONCLUSIONS

A. Summary

A study was made by a questionnaire method through principals of the twenty-three secondary schools in the eight counties of the Second Education District of Kentucky on the dates November 8, 1974 through March 1, 1975. The first mailing of the questionnaire was on November 8, 1974 which yielded fourteen responses. The second mailing was on February 8, 1975 and yielded six responses. Telephone calls were made to the remaining nonrespondents which yielded two responses. A trip was made to the twenty-third school to obtain the last response. A 100 percent return was achieved.

The ninth grades of the twenty-three schools were found to have a student enrollment of 5,147. One thousand two hundred six or 23 percent of the ninth grade student body is enrolled for remedial purposes in the Ninth Grade Reading Program with 16 percent of the class reading on a reading achievement level of below 6.0 and 7 percent above.

B. A Typical Reading Class

A typical class in the Ninth Grade Reading Program in the Second Education District of Kentucky consists of from eleven to twenty students who were selected for the class either because of

the results of eighth grade achievement tests or upon recommendation of faculty members such as guidance counselors or reading teachers.

The group spends three hundred minutes per week for thirty-six weeks in reading class and receives one credit of English for the course.

The reading levels of the students have been determined by standardized tests and teacher judgment with most of the students working on an achievement level of 5.0-5.9. Several members of the class are above the required 6.0 grade level but have been enrolled because of teacher recommendation.

The class concentrates mostly on reading skills with the emphasis on comprehension development. The students are taught by a variety of approaches, usually a small group teacher-directed or an individualized teacher-directed approach.

The class is taught by a secondary English teacher who teaches other subjects for the remainder of the day. The teacher is relatively new in the teaching field with three to five years experience and little or no experience in teaching reading. In addition, he has not had any college course in preparation for teaching reading classes.

The typical class, which meets in a regular classroom, uses a limited amount of materials and equipment. It has a few large machines such as an overhead projector, filmstrip projector, tape recorder, and record player; but the class does not receive individual help through the use of study carrels, earphones, reading accelerators, controlled readers, or tachistoscopes. The material for the

class for the most part consists of texts, labs, workbooks, and paperback books.

The typical reading class has certain strengths and limitations. One strength of the program, as perceived by respondents on the questionnaire, is the availability of multilevel and relevant materials; likewise, the lack of sufficient quantity and variety of materials is a limitation. Another strength of the program is the provision for individual attention to students, but limits are imposed by lack of time, personnel, and class size.

A limitation which is present in the typical classroom and which was recognized by many respondents is the lack of diagnosis of individual problems provided for by a trained specialist. Similarly, another limitation is the lack of training and background of those who are teaching the reading classes.

C. Comparison to an Adequate Class

Comparing the typical reading class to the ideal reading class as described in the professional literature on pages ten and eleven, the following are presented as areas in which improvement is needed:

1. The services of a trained teacher
2. The training of a reading teacher rather than conversion of an English teacher to a reading teacher
3. Appropriate materials
4. Small groups of ten students for short periods of time to provide individual help
5. Long-term treatment of the disability
6. Continuous evaluation and diagnosis.

The results of this study indicate that the typical ninth grade reading class in the Second Education District of Kentucky approaches an adequate program as outlined by professional literature in some areas and is lacking in many others.

It was stated by professional literature that secondary reading is important and should be provided. On this point, the schools in Kentucky have made more than adequate progress by not only making provision, but requiring reading as a subject for certain ninth grade students.

The typical program is also adequate as far as physical setting is concerned for a separate classroom was provided.

The typical classroom seems to be adequate in the area of referrals since only students who stand to benefit from instruction are referred by staff members who seem to understand the limitations of the program.

The results of this study indicate that the typical classroom lacks many of the standards considered important by professional literature. The typical class of from eleven to twenty students falls short of the requirement of ten students for short periods of time. Another area for improvement for the typical classroom concerns materials and equipment. Although some materials were reportedly used with probable success, improvement in the amount and type of material is shown to be a need.

The typical classroom lacks continuous evaluation and diagnosis. Although pre and posttests were given, they should be considered as only a portion of the total evaluation process. The diagnosis of reading difficulties, as a specialist might give, is

lacking throughout the programs.

The typical reading classroom definitely lacks the service of a trained teacher as shown not only by the inexperience in teaching and lack of preparation, but by the comments of the respondents themselves, stating that one limitation of the program is the need for trained reading teachers. The classroom likewise is in need of a teacher for reading rather than the English teacher who teaches reading. The comment of one respondent stated, "The colleges have not given secondary teachers the training for teaching elementary reading, the underachiever, or the slow learner." He also indicated that this training is needed because many secondary students have not mastered the basic elementary skills to take advantage of the regular high school program.

Long-term treatment for the reading disability is missing in the typical reading classroom since the procedure concerns only the ninth grade students for a period of one or two semesters only.

The points in consideration for improving the program fall into three distinct categories:

1. Provisions for more individual attention
2. Provision for more relevant materials and
3. Provision for knowledge in order to utilize the materials and give individual attention to the student.

CHAPTER VI

IMPLICATIONS AND RECOMMENDATIONS

The intent of this study was to describe the manner in which the different schools have conducted their Ninth Grade Reading Programs. During the process of obtaining this information, a pattern of limitations has been found that may influence the success of the program as a whole.

As this study indicates, there is a pressing need in the immediate future for qualified reading teachers--those who have been trained to diagnose, correct, and evaluate reading problems. An ideal situation would be one in which a teacher of reading would possess the knowledge and experience necessary for reading improvement. This indicates a need for changes in the guidelines for the Ninth Grade Reading Program pertaining to teachers. The first choice should be a Reading Specialist. Any variance in this should revert to consideration of a teacher who has elementary or junior high certification with a concentration in reading containing specific courses in diagnosis and correction of reading problems. This certification would have more applicable qualities than the certification of the English teacher.

A recommendation in order for the present teachers to obtain more knowledge about teaching reading would be the inclusion of at least three courses in reading with foundations, diagnosis, and

correction at the graduate level. Colleges and universities need to include such courses in the curriculum for all secondary as well as elementary education majors. State monies could be appropriated and used for bringing such classes to local areas.

It is recommended that provision be made, especially for reading teachers in the program, for state-sponsored inservice with the focus on improving each program. Area workshops for the purpose of acquainting the teachers with methodology and the use of materials is recommended. Consultants from the State Department of Education or universities are recommended to continue inservice training for reading teachers. Another recommendation is that more relevant materials should be supplied by local or state boards of education.

It is further recommended that teachers and administrators of the program seek methods to improve evaluation of both student progress and the program as a whole. Better means for individual work could be made through scheduling processes at each school. It is recommended that each principal investigate methods for providing several shorter periods with fewer students in each class and give more flexibility in scheduling for reading students. The principal could consider the parent volunteer or the student tutoring program as possible resources.

Recommendations concerning long-term treatment for reading difficulties are directed to elementary and secondary educators. It is recommended that reading be placed in top priority as a subject in all grades from kindergarten through twelve and included in the total curriculum. The total curriculum should have reading as remedial and corrective for those needing help and developmental for all students.

Emphasis in the primary and intermediate grades should be placed on early detection of possible difficulties as a means of prevention of further reading problems.

APPENDIX 1

QUESTIONNAIRE

Ninth Grade Reading Program

SCHOOL INFORMATION

1. What is the total enrollment of every grade in your school? (Omit those that do not apply)
- | | |
|---------|----------|
| 7 _____ | 10 _____ |
| 8 _____ | 11 _____ |
| 9 _____ | 12 _____ |
- _____ Total number of students in school
2. How many of these students are enrolled in your Ninth Grade Reading Program? _____

ORGANIZATION

3. How are students selected for the Ninth Grade Reading Program?
(Check one or more)
- | |
|---|
| _____ selected through achievement tests by faculty members |
| _____ recommended by faculty (for students not required to |
| _____ student volunteer _____ enroll) |
| _____ other _____ |
4. If a faculty selection method is used, who selects the students to participate in the program? (Check one or more)
- | |
|--------------------------|
| _____ guidance counselor |
| _____ reading teacher |
| _____ principal |
| _____ other _____ |
5. How many minutes per week is used for reading instruction? _____ minutes
How many weeks per year? _____ weeks
6. What credit is given for the course?
- | |
|---|
| _____ 1 credit English for two semesters |
| _____ $\frac{1}{2}$ credit English for one semester |
| _____ other _____ |
7. What is the average size of each class in the program?
- | |
|------------------------|
| _____ 0 - 5 students |
| _____ 6 - 10 students |
| _____ 11 - 20 students |
| _____ over 20 students |

CURRICULUM

8. Rank the following from 1-6 according to the emphasis of instruction in your Ninth Grade Reading Program. Give a rank of 1 for the area of most emphasis.

- | | |
|--|---|
| <input type="checkbox"/> reading skills | <input type="checkbox"/> listening skills |
| <input type="checkbox"/> writing skills | <input type="checkbox"/> interest in reading |
| <input type="checkbox"/> speaking skills | <input type="checkbox"/> appreciation of literature |

9. Rank the following from 1-5 according to emphasis on content of instruction. Give a rank of 1 to the content area given the most emphasis.

- word attack
- vocabulary development
- comprehension development
- study skills
- grammar
- other _____

10. Which of the following approaches to instruction are used in the program? (Check one or more)

- whole group teacher-directed
- small groups teacher-directed
- individualized teacher-directed
- individualized self-directed
- pupil-pupil team
- other _____

11. Which of the following procedures are used in your program to determine the reading levels of the students? (Check one or more)

- standardized tests
Name of the standardized test(s): _____
- informal inventories
Name of informal inventories: _____
- teacher judgment
- other _____

12. Which of the following procedures are used to measure the effectiveness of the program?

- pre and post standardized tests
Name of standardized tests: _____
- pre and post teacher-made tests
- other _____

STUDENTS

13. How many students in the program fall into the following reading achievement levels?
- | | | |
|-------------|-------|----------|
| 0.0-0.9 | _____ | students |
| 1.0-1.9 | _____ | students |
| 2.0-2.9 | _____ | students |
| 3.0-3.9 | _____ | students |
| 4.0-4.9 | _____ | students |
| 5.0-5.9 | _____ | students |
| 6.0 & above | _____ | students |

FACULTY

14. How many reading teachers are fulltime? _____ teachers
 How many reading teachers are parttime? _____ teachers
 How many are itinerant (serving more than one school)? _____ teachers
15. How many reading teachers have the following certificates?
 _____ Provisional Elementary
 _____ Standard Elementary
 _____ Provisional Secondary Major: _____ Minor: _____
 _____ Standard Secondary Major: _____ Minor: _____
16. How many reading teachers have a Reading Certificate Endorsement as a Reading Specialist? _____ teachers
17. How many reading teachers have had the following number of courses in the teaching of reading?
 _____ 0 course _____ 2 courses
 _____ 1 course _____ 3 courses or more
18. How many reading teachers have the following years of teaching experience?
 0-2 years _____ teachers
 3-5 _____ teachers
 6-8 _____ teachers
 Over 8 _____ teachers
19. How many reading teachers have the following years of experience in teaching reading classes?
 0-2 years _____ teachers
 3-5 _____ teachers
 6-8 _____ teachers
 Over 8 _____ teachers
20. Are teacher aides available? _____ yes _____ no
 If yes, what is the source? (Check one or more)
 _____ student helpers _____ locally funded aide
 _____ parent volunteers _____ federally funded aide
 _____ other _____

21. If yes, how many aides have the following qualifications?
 ___ high school diploma ___ teaching experience
 ___ college hours ___ experience as an aide

RESOURCES

22. Which of the following pieces of equipment are used? (Check one or more)

___ overhead projector	___ reading accelerator
___ filmstrip projector	___ controlled reader
___ tachistoscope	___ individual study carrels
___ earphones	___ record player
___ tape recorder	___ others: _____

23. What is the physical setting of the program?

___ open classroom area
 ___ separate classroom
 ___ room other than classroom
 ___ floating teacher (moving from room to room)
 ___ other _____

24. Rank the following from 1-10 according to material used. Give a 1 to the type of material that is used the most.

___ basal textbooks
 ___ supplemental texts
 ___ labs
 ___ workbooks
 ___ library books
 ___ paperback books
 ___ newspapers and/or magazines
 ___ TV programs
 ___ mechanical devices and machines
 ___ games
 ___ others _____

CONCLUSIONS AND PROJECTIONS

25. (a) What are the 3 greatest strengths of the program?

1. _____
 2. _____
 3. _____

- (b) What are the 3 greatest limitations?

1. _____
 2. _____
 3. _____

APPENDIX 2

P.O. Box 306
Dawson Springs, Kentucky 42408
Date

Principal
Address
City, State

Dear _____:

As you know, the Ninth Grade Reading Program, as required by the Kentucky State Department of Education, has been a part of the curriculum for two years. During this time, each school has developed the type of program which contributes to its own needs. Yet, each one has probably developed approaches within the guidelines that could be shared with others. The manner in which your program has been developed is my interest and concern.

With your cooperation, I intend to make a descriptive study concerning all Ninth Grade Reading Programs in schools of the Second Education District. The enclosed questionnaire will help me obtain the correct information. The schools responding to this survey will not be identified by name at any time. Your response will be respected, and your cooperation will be appreciated.

Please complete the enclosed form with staff cooperation concerning your program for the 74-75 school year and mail at your earliest convenience, using the self-addressed stamped envelope.

This study is in cooperation with Western Kentucky University with Dr. Curtis Englebright, Department of Reading and Special Education, as faculty advisor.

If you are interested in receiving the results of the study, a copy will be sent upon request.

Thank you for your assistance.

Sincerely yours,

Jean Groves

P.O. Box 306
Dawson Springs, Kentucky 42408
Date

Principal
Address
City, State

Dear _____:

In November of 1974, a questionnaire was sent to your school to be filled out and returned for the purpose of providing information for a study of the Ninth Grade Reading Programs in the Second Education District.

While counting the responses, I noted that the questionnaire sent to you was not included. I am enclosing another copy of the questionnaire in case the first one was misplaced or lost in the mail.

Since my study is a description only of our Second District programs, it could not be a true picture unless all programs were included. Therefore, I am soliciting your cooperation in obtaining this information about your school's program, again respecting your response and assuring you that names will not be used. Would it be possible to have it in the return mail within the next few days?

Results of the study will be sent upon request.

Sincerely yours,

Jean Groves

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